



UNIVERSITY  
SECRETARIAT  
• Board of Governors  
• Senate

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**Board of Governors  
9:00 AM, Thursday, December 9, 2021  
Zoom**

**AGENDA**

**NOTE: Members who wish to have items moved from the Consent to the Regular Agenda should contact the University Secretariat before the Board meeting. Members may also request to have items moved when the Agenda is presented for approval at the Board meeting.**

Page

***A. OPEN SESSION***

- 1. REMARKS FROM THE CHAIR (9:00 a.m.)**
- 2. NOTICE OF MEETING - NOVEMBER 25, 2021**
- 3. APPROVAL OF THE AGENDA - OPEN SESSION**

**CONSENT (9:05 a.m.)**

- 4. MINUTES OF PREVIOUS MEETING – OCTOBER 28, 2021 (OPEN SESSION)**  
***Approval***

8 - 16            a. [Minutes - Oct. 28, 2021 \(Open Session\)](#)

- 5. REPORT FROM SENATE**  
***Approval/Information***

17                            [Report from Senate](#)

18 - 21            a. [Terms of Reference - Vice-Provost, Teaching and Learning](#)

22 - 26            b. [Terms of Reference - Deputy Provost](#)

27 - 28            c. [Proposed Name Change for the McMaster Cancer Research Centre](#)

29 - 31            d. [Terms of Reference & Drafting Committee - Code of Conduct for Faculty](#)

- e. Faculty Respondent Option for External Recommendation of Sanctions Policy**



- 165 - 169                    i.    **Ratification of Tentative Agreement -Unifor Local 5555, Unit 3 (Parking Services)**  
[Request for Ratification Unifor Unit 3](#)  
[Parking Costing Model - Unifor Unit 3](#)

**REGULAR**

7.    **BUSINESS ARISING**
8.    **COMMUNICATIONS**
9.    **PRESIDENT’S REPORT TO THE BOARD (9:10 a.m.)**  
*Information.*  
*Presenter: Dr. D. Farrar*

- 170 - 174                    a.    [President's Report to the Board](#)
10.   **REPORT FROM SENATE (9:50 a.m.)**  
*Information/Approval*  
*Presenters: Dr. D. Farrar & Dr. A. al Shaibah*

- 175                            [Report from Senate](#)
- 176 - 258                    a.    [Midwifery Program Proposal](#)
- 259 - 263                    b.    [Enrolment Update](#)
- 264 - 273                    c.    [Student Census and Experience Survey Report](#)

11.   **COMMITTEE REPORTS (10:05 a.m.)**
- a.    **EXECUTIVE AND GOVERNANCE COMMITTEE**  
*Information*  
*Presenter: Ms. D. Martin.*

- 274                            [Report from the Executive & Governance Committee](#)
- 275 - 285                    i.    [Security Services Report](#)
- b.    **PLANNING AND RESOURCES COMMITTEE**  
*Approval*  
*Presenter: Ms. J. Allen.*

- 286                            [Report from the Planning & Resources Committee](#)
- 287 - 298                    i.    [McMaster Continuing Education Fees](#)

12.   **PRESENTATION TO THE BOARD OF GOVERNORS (10:25 a.m.)**

***Presenter:*** Saher Fazilat, Vice-President (*Operations and Finance*)  
***Title:*** Risk Management

**13. OTHER BUSINESS** (10:55 a.m.)

***B. CLOSED SESSION*** (11:05 a.m.)



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**Meeting Minutes of the Board of Governors**  
Thursday, October 28, 2021 at 9:00 am via Zoom

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**PRESENT:** Mr. Brad Merkel (Chair), Ms. Jane Allen, Dr. Emma Apatu, Dr. Dina Brooks, Dr. Lia Bronsard, Ms. Lisa Brown, Mr. Ryan Clarke, Mr. Jeff Coles, Ms. Sandra Cruickshanks, Dr. Juliet Daniel, Ms. Jasmine Dhaliwal, Mr. David Feather, Mr. Michael Ferencich, Dr. David Farrar, Ms. Susan Galloway, Mr. David Horwood, Mr. David Huctwith, Ms. Rebecca Jamieson, Ms. Sarrah Lal, Ms. Stephanie McLarty, Dr. Natalia Lishchyna, Mr. Joseph Mancinelli, Mr. Kevin Nye, Dr. Laura Parker, Ms. Melissa Pool, Ms. Jennifer Rowe, Ms. Fareen Samji, Ms. Silvia Stankovic, Ms. Connie Stefankiewicz, Dr. Emőke Szathmáry, Dr. Bob Walker, Ms. Andrea Thyret-Kidd (*University Secretary*), Ms. Michelle Zheng (*Associate University Secretary*), Ms. Kelly Snow (*Governance Coordinator*)

**OBSERVERS:** Ms. Beth Couchman, Ms. Esme Davies, Ms. Andrea Farquhar, Ms. Dee Henne, Dr. Nicholas Kevlahan, Ms. Betty Ann Levy, Ms. Mary Lou Maher, Ms. Debbie Martin, Ms. Wanda McKenna, Dr. Paul O'Byrne, Ms. Mary Williams.

**REGRETS:** Ms. Lisa Brown, Dr. Deborah Sloboda.

**INVITED:** **Deans** Dr. Susan Denburg, Dr. Jeremiah Hurley, Dr. Maureen MacDonald, Dr. Khaled Hassanein, Dr. Pamela Swett.

Ms. Heather Sheardown, *Acting Vice Dean of the Faculty of Engineering.*

Ms. Lou Mitton, *Controller.*

Ms. Karen McGlynn, *Senior Manager, Accounting and Financial Reporting.*

Dr. Gay Yuyitung, *Acting Director at the Forge and Executive Director of McMaster Industry Liaison Office (MILO).*

Mr. Dave Tucker, *Assistant Vice President-Research, Nuclear.*

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**A. OPEN SESSION**

**1. REMARKS FROM THE CHAIR**

Mr. Merkel welcomed members to the October meeting and introduced the new members and new observers of the Board of Governors. He also noted to the Board that Mr. Paul Douglas has resigned after serving on the Board for eleven years.

Mr. Merkel noted for the Board that Dr. Farrar has presented his Strategic Plan for the University and emphasized that members should keep these critical priorities in mind when completing their respective Committee work. He noted that during the summer months, much work was done through the Executive and Governance Committee, and the Working Group on the Issue of Responsible Investing. While the item was not formally on the agenda, Dr. Farrar would be covering this in the Report from the President.

Other areas Mr. Merkel highlighted the long-awaited return of students to campus after 18 months of remote study and work, acknowledging the dedicated efforts of all involved.

**2. NOTICE OF MEETING – OCTOBER 14, 2021**

The notice of meeting was circulated on October 14, 2021.

**3. APPROVAL OF THE AGENDA - OPEN SESSION**

There were no requests to have items moved from the Consent to the Regular agenda of the Open Session.

It was duly moved and seconded,

**that the Board of Governors approve the Open Session agenda for the meeting of October 28, 2021, and that items 4-5 be approved or received for information by Consent.**

The motion was *Carried*.

CONSENT

**4. MINUTES OF PREVIOUS MEETING – JUNE 10, 2021 (OPEN SESSION)**

**a. Minutes - June 10, 2021 (Open Session)**

It was duly moved and seconded,

**that the Board of Governors approve the Open Session minutes of the meeting held on April 22, 2021, as circulated.**

The motion was *Carried*.

**5. COMMITTEE REPORTS**

**a. EXECUTIVE AND GOVERNANCE COMMITTEE**

**i. Actions Taken on Behalf of the Board**

The material was for information.

**b. PLANNING AND RESOURCES COMMITTEE**

Report from the Planning and Resources Committee

**i. Statement of Investment Policies and Procedures – Hourly Plan**

It was duly moved and seconded,

**that the Board of Governors approve the revised Statement of Investment Policies and Procedures for Contributory Pension Plan for Hourly Employees as shown in Appendix A.**

The motion was *Carried*.

**ii. Statement of Investment Policies and Procedures – Salaried Pension Plans**

It was duly moved and seconded,

**that the Board of Governors approve the revised Statement of Investment Policies and Procedures for Contributory Pension Plans for Salaried Employees as shown in Appendix A.**

The motion was *Carried*.

**iii. Statement of Investment Policies and Guidelines – Cash and Short-Term Investment**

The material was for information.

**c. AUDIT AND RISK COMMITTEE**

Report from the Audit and Risk Committee

**i. Report on Health and Safety**

The material was for information.

**REGULAR (9:05 a.m.)**

**6. BUSINESS ARISING**

There was no business arising from the Open Session minutes of the meeting held on June 10, 2021.

**7. COMMUNICATIONS**

There were no communications for the meeting of October 28, 2021.

## 8. PRESIDENT'S REPORT TO THE BOARD

Dr. David Farrar, *President and Vice-Chancellor*, presented his Report to the Board.

Dr. Farrar explained that his written report contains updates on several critical issues he and management have been working on over the last year; particularly, issues pertaining to sustainability and McMaster's carbon neutral goal. McMaster University is taking a broad and holistic approach to the question of climate change. He recognized the importance of divestment to many in our community; and noted efforts to move investments to net carbon zero. Broader approaches include reducing the campus' carbon footprint; developing and promoting clean technologies; encouraging research and teaching into climate change; reducing our waste; encouraging sustainable transit to campus; and implementing energy management initiatives.

As noted in the written report, the Investment Pool Committee adopted a strategy of decarbonization in 2018, which has been accelerated. Management is working through the complexities of how the investment pool is invested and will announce when it will achieve the net zero target within the next six months – the goal being in the 2030s. Similarly, Dr. Farrar noted an ambitious plan in place to reduce greenhouse gas emissions on campus by 75% by 2030.

In addition, Dr. Farrar's report included updates on the important work in progress with regards to the Equity, Diversity and Inclusion strategy, including additional supports for Black students with the establishment of the Black Student Success Centre. They have also taken a major step forward with the release of the Indigenous strategy by the Indigenous Education Council on September 30.

Dr. Farrar also discussed a matter of interest pertaining to government relations and the most recent federal election held on September 20<sup>th</sup>, 2021. Of interest to McMaster was Hamilton West-Ancaster-Dundas MP Filomena Tassi's appointment as Minister of Public Services and Procurement; Burlington MP Karina Gould's appointment as Minister of Families, Children and Social Development; and Oakville MP Anita Anand's appointment as Minister of National Defence. Dr. Farrar noted that the Public Affairs team has worked diligently to build positive relationships across governments, and especially with the local MPs. The Board also heard that the Liberal government prioritized several research-focused initiatives in its election platform, including the addition of 1,000 Canada Research Chairs to help attract and retain top talent at Canadian universities and support graduate research, and establishing a \$75 million a year fund for colleges and universities to help commercialize leading research. McMaster will continue its advocacy efforts towards Canada's Global Nexus.

At the provincial level, McMaster continues to work closely with peer institutions and COU around the advocacy priorities and strategy for Ontario universities, which will include working with the government to increase university revenue sources, supporting increases in institutional student financial assistance to enhance student access to higher education, and allowing the expansion of high-demand programs to ensure Ontario has the skilled workforce it

needs. In response to the issues at Laurentian, Dr. Farrar continued to make the case that a financial sustainability plan for the sector is needed that provides predictable and stable funding over the longer-term, while emphasizing that Laurentian was a unique situation and is not likely to be replicated at McMaster or elsewhere.

Dr. Farrar also mentioned that, regrettably, there was a large, unsanctioned gathering known as Fake Homecoming, which took place on October 2. Although mainly attended by students, these events are often led and promoted by individuals from outside the university. Dr. Farrar issued a letter the next day in response, which included an apology to our neighbours, emergency workers, and other members of the community for the disruptions and disrespect that was evident. His team is reviewing behaviour and applying sanctions under the Student Code where warranted.

The University worked proactively with police and city by-law officers, including doubling the usual number of off-duty officers hired to assist with community policing. The McMaster Students Union worked collaboratively with the University to communicate with students ahead of the event, reminding them of the potential consequences for illegal behaviour and the importance of being thoughtful neighbours. Dr. Farrar and senior leaders also met with local representatives and held an immediate meeting of the President's Advisory Committee on Community Relations to seek feedback and discuss potential additional actions and steps. He met with a Rabbi of one of the local synagogues and will be meeting with the Mayor and potentially the Police Chief.

Dr. Farrar also spoke to Back-to-Mac, and the efforts to return students to campus. The MacCheck application and vaccine upload process has been implemented well. As reported last week, more than 99 per cent of faculty and 96 per cent of staff have uploaded proof of vaccination to the MacCheck reporting tool and approximately 96 per cent of all students who are studying on campus have uploaded their proof of vaccination. Plans are now being focused to the winter term and Dr. Farrar expects to see even more activity on campus from January onwards.

After Dr. Farrar's presentation, a lengthy conversation commenced regarding the issue of divestment addressed earlier in the presentation. Several members from the MacDivest advocacy group expressed to management their concerns and frustrations with the investment managers overseeing the investment pool and pension trust, as well as with McMaster's broader, holistic approach to carbon neutrality.

## **9. UPDATE ON BACK TO MAC**

Dr. Susan Tighe, *Provost and Vice-President, Academic* presented her update on Back to Mac, explaining that there has been a great number of consultations since February 2021 with the community and with experts across campus on how to safely stage student, faculty, and staff return to campus.

Mandatory vaccination efforts for the University commenced on September 7<sup>th</sup>, with full implementation on October 18<sup>th</sup>. Since September 2021, there were six reported cases of COVID-19 on campus, and there hasn't yet been an outbreak (described as 2 or more cases simultaneously). There was also a rigorous exemption process. Dr. Tighe explained the un-enrollment processes for students who do not successfully obtain an exemption and remain unvaccinated, as well as Human Resources' processes' for employees.

Dr. Tighe clarified with the Board that currently, McMaster hopes for a wide return to campus for the Winter 2022 term. It was added that this remains a changing landscape and additional in-person assessments will be forthcoming.

There were several questions from Board Members regarding teaching procedures for the Winter term; among them, questions on start dates between interdisciplinary programs, the creation of online content and whom retains ownership, as well as the set-up of classrooms and recording lectures.

On behalf Unifor 5555, Ms. Couchman directed a question towards the Provost regarding accommodation for personal choice, and information about how the office is preparing for the termination of those employees who remain unvaccinated by the deadline. Dr. Tighe explained that there is much ongoing work with various labour groups, and acknowledged that the decision to mandate vaccinations was not made lightly, but is consistent with human rights legislation. It was highlighted that the unvaccinated numbers are quite small. Ms. McKenna explained that while McMaster has high rates of vaccination among students, faculty, and staff, the team continues to connect with vaccine-hesitant members of McMaster's community to show compassion, support and hopefully work toward a return to campus.

In response to a question about cyber security, Ms. Fazilat confirmed that multifactor authentication is being mandated across campus.

#### **10. REPORT FROM SENATE (9:40 a.m.)**

Dr. Farrar presented the Report from Senate.

##### **a. Policy Framework**

At its meeting on October 20, 2021, the Senate approved the establishment of the proposed Policy Framework for McMaster University.

It was duly moved and seconded,

**that the Board of Governors approve the establishment of the proposed Policy Framework for McMaster University, effective October 28, 2021.**

The motion was *Carried*.

**b. Establishment of the Fairley Gadsby Research Chair in Fluvial Geomorphology**

At its meeting on October 20, 2021, the Senate approved the establishment of the Fairley Gadsby Research Chair in Fluvial Geomorphology.

It was duly moved and seconded,

**that the Board of Governors approve the establishment of the Fairley Gadsby Research Chair in Fluvial Geomorphology.**

The motion was *Carried*.

**c. Establishment of the Ronald Barr Professorship in Pediatric Oncology**

At its meeting on October 20, 2021, the Senate approved the establishment of the Ronald Barr Professorship in Pediatric Oncology.

It was duly moved and seconded,

**that the Board of Governors approve the establishment of the Ronald Barr Professorship in Pediatric Oncology.**

The motion was *Carried*.

**d. Revised Terms of Reference - AbbVie Chair in Education in Rheumatology**

At its meeting on October 20, 2021, the Senate approved the revised terms of reference for the AbbVie Chair in Education in Rheumatology.

It was duly moved and seconded,

**that the Board of Governors approve the revised terms of reference for the AbbVie Chair in Education in Rheumatology.**

The motion was *Carried*.

**11. COMMITTEE REPORTS**

**a. AUDIT AND RISK COMMITTEE**

Mr. Kevin Nye, *Chair of the Audit and Risk Committee*, presented the Committee's Report to the Board.

**i. Annual Financial Report 2020-2021**

The Annual Financial Report 2020-2021 consists of detailed Financial Analysis and the Audited Financial Statements for the year ended April 30, 2021, together with supplemental information relating to the Operating Fund and Operating Budget. The Planning and Resources Committee reviewed the documents on October 7, 2021 and the Audit and Risk Committee approved the Annual Financial Report including the Audited Financial Statements for the year ended April 30, 2021 at its meeting on October 21, 2021. Ms. Dee Henne, *Assistant Vice President (Administration) and Chief Financial Officer*, provided an overview of the item.

Members heard that additional domestic admissions offers were made to mitigate the risk of enrollment deferrals due to the pandemic. However, those deferrals did not materialize and that translated into an increase of more than \$23M in unfunded weighted grant units (WGU). Ms. Henne noted that international enrollment increased by more than 12.1% over the prior year, and domestic enrollment increased by 7.6% over the year prior.

Members heard that the greatest volatility was related to the ancillary services on account of the physical absence of students on campus. Throughout the prior year, normalized sales were reduced by 77% for items such as food, residence, and parking fees. To mitigate losses, Ms. Henne worked extensively with Human Resources to extend lay-off provisions beyond 18 months among several other strategies. Ms. Henne expects these units to be back in balance in approximately three years time.

Lastly, members heard that the greatest volatility last year was related to investment returns, with a rate of -1.9%. However, Ms. Henne noted that the markets have bounced back to an extraordinary degree, resulting in a 26.1% return. Returns were also exceptional in pension funds. It was also noted that there is an additional section in the report highlighting McMaster's enhanced climate-related financial disclosures. There were no questions from the Board.

It was duly moved and seconded,

**that the Board of Governors approve the Annual Financial Report 2020-2021, which includes the Audited Financial Statements for the year ended April 30, 2021.**

The motion was *Carried*.

**ii. Appointment of External Auditor for 2021-2022**

At its meeting on October 21, 2021, the Audit and Risk Committee reviewed and approved the re-appointment of KPMG LLP as the external auditor for McMaster University for 2021-2022. There were no questions from the Board.

It was duly moved and seconded,

**that the Board of Governors approve the re-appointment of KPMG LLP Chartered Accountants as the Auditors for McMaster University for the 2021-2022 fiscal year.**

The motion was *Carried*.

**12. PRESENTATION TO THE BOARD OF GOVERNORS**

**Speaker:** Dr. Heather Sheardown, Acting Dean

**Title:** The Pivot – Redesigning Engineering Curriculum

Dr. Farrar introduced Dr. Heather Sheardown, *Acting Dean of the Faculty of Engineering*, who presented ‘the Pivot’ to the Board of Governors. The Board heard that the Pivot was built on three key pillars: transforming the curriculum, amplifying experiential learning, and establishing a culture of innovation. Dr. Sheardown’s presentation included the stories of several inspiring McMaster students and their innovations. Internal Board Members expressed an interest in having this information shared across the University to help inspire others with these best practises.

**13. OTHER BUSINESS**

Several internal members raised a discussion regarding how to handle the increased numbers of staff taking medical or personal leaves, as staffing levels have presented a significant challenge in the last 18 months and may be exacerbated in January. Ms. Fazilat and Ms. McKenna confirmed that departments are aware of those who may not be returning in the Winter term, and contingency planning is in place although they are working to retain staff. They noted the concerns from the Committee. A discussion ensued surrounding social distancing, masking, and gathering requirements as they pertain to lecture halls.

There was no other business for the open session portion of the meeting, and the open session of the meeting adjourned at 10:55 a.m.

**REPORT TO THE BOARD OF GOVERNORS  
*from the*  
SENATE**

At its meeting on November 10, 2021, Senate approved the following recommendations and now recommends them to the Board of Governors for approval/information:

**For Approval**

**Recommendations for the Following Terms of Reference:**

- a. ToR – Vice Provost, Teaching and Learning
- b. ToR – Deputy Provost

**Recommendation for the Following Proposed Name Change:**

- c. Proposed Name Change for the McMaster Cancer Research Centre

**For Information**

**Recommendation for the Following Terms of Reference & Drafting Committee:**

- d. ToR & Drafting Committee – Code of Conduct for Faculty

At its meeting on December 8, 2021, Senate will consider the following recommendations from the Senate Committee on Appointments. The following are being provided subject to Senate approval:

**For Approval**

**Recommendations for the Following Policies & Procedures:**

- e. Faculty General Grievance Procedure
- f. Faculty Respondent Option for External Recommendation of Sanctions Policy

**Recommendation for the Following Terms of Reference:**

- g. ToR – Establishment of the Douglas Family Chair in Nutrition Research

It is now recommended,

**that the Board of Governors approve the recommendations as contained in the report from the Senate.**

**Board of Governors: FOR APPROVAL/INFORMATION  
December 9, 2021**



## Policies, Procedures and Guidelines

Complete Policy Title

**Terms of Reference – Vice-Provost, Teaching and Learning**

Policy Number (if applicable):

Approved by

**Board of Governors  
Senate**

Date of Most Recent Approval

**TBD**

Date of Original Approval(s)

**April 10, 2013**

Supersedes/Amends Policy dated

**April 10, 2013**

Responsible Executive

**Provost and Vice-President (Academic)**

Policy Specific Enquiries

[Provost and Vice-President \(Academic\)](#)

General Policy Enquiries

[Policy \(University Secretariat\)](#)

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## SECTION I – PREAMBLE

1. The Vice-Provost, Teaching and Learning is a senior academic administrator with university-wide responsibilities primarily related to undergraduate education. The position has responsibility for matters related to the quality of teaching and learning on campus recognizing that teaching is linked to both student experience and to the development of faculty careers. The Vice-Provost, Teaching and Learning leads the identification, development, and implementation of initiatives critical to the mission and strategic direction of the University with a particular focus on enhancing the quality of teaching both within and beyond the classroom.

## SECTION II – REPORTING RELATIONSHIPS

2. The Vice-Provost, Teaching and Learning reports directly to the Provost and Vice-President (Academic) and is critical in coordinating McMaster's goals related to achieving excellence in teaching and learning.

Reports to: Provost and Vice-President (Academic)

Directly Reporting Positions:

Director, MacPherson Institute for Teaching and Learning  
Director, INSPIRE Office  
Director, McMaster Continuing Education  
Director(s), Office of Community Engagement  
Director, Arts and Science Program

Collaborates with:

Deputy Provost  
Vice-Provost and Dean, Graduate Studies  
Vice-Provost (International Affairs)  
Assistant Vice-President and Chief Technology Officer  
Faculty Deans  
Associate Vice-President (Students and Learning) and Dean of Students  
Associate Vice-President, Equity and Inclusion  
Associate Vice-President, Finance and Planning (Academic)

Key Committees

University Planning Committee (Member)  
Provost's Council (Member)  
Undergraduate Council (Chair)  
Undergraduate Council Executive Committee (Chair)  
Undergraduate Council Certificates and Diploma Committee (Member)  
Undergraduate Council Curriculum and Admissions Committee (Member)  
Undergraduate Council Awards Committee (Member)  
Associate Deans Group (Chair)

## SECTION III – COLLABORATION AND SUPPORT

3. Under the direction of the Provost and Vice-President (Academic), the Vice-Provost, Teaching and Learning is expected to work in close partnership with the Faculty Deans, the Deputy Provost, the Vice-Provost and Dean of Graduate Studies, and the Associate Vice-President (Students and Learning) and Dean of Students, to support a holistic approach to education at McMaster University.

#### **SECTION IV – DUTIES AND RESPONSIBILITIES**

4. The following responsibilities relate specifically to this key leadership position:

##### **Advancing Teaching and Learning**

- i. Assists the Provost and Vice-President (Academic) in advancing excellence in teaching and learning, including the implementation of McMaster's teaching and learning strategy in collaboration with others.
- ii. Oversees the MacPherson Institute for Teaching and Learning and provides leadership to support the achievement of teaching excellence, developing learning technologies, and fostering scholarship in teaching and learning.
- iii. Develops partnerships with teaching and learning administrators across the post-secondary education sector, as well as external organizations like the Council of Ontario Universities (COU).
- iv. Oversees the INSPIRE Office which includes intersession, INSPIRE courses, micro-credentials, and short courses.
- v. Works in collaboration with the Deputy Provost to advance interdisciplinary programming across the institution.
- vi. Works with the Provost and Vice-President (Academic) and Deputy Provost to oversee processes related to the evaluation of teaching at McMaster.
- vii. Encourages the adoption of appropriate classroom and learning technologies that improve learning outcomes for students.

##### **Quality Assurance**

- viii. Supervises internal quality reviews and planning for new undergraduate programs as mandated by the Ontario Universities Council on Quality Assurance, the Ontario Council of Academic Vice-Presidents, and the University's Institutional Quality Assurance Process (IQAP). Serves as the University's primary contact for the Ontario Universities Council on Quality Assurance. The Vice-President, Teaching and Learning will serve as Co-Chair of the internal Quality Assurance Committee with the Vice-Provost and Dean of Graduate Studies.

##### **Community Engagement**

- ix. Oversees the Office of Community Engagement (OCE) and partners with the Co-Directors to develop, advance, and implement OCE goals, plans and objectives.

#### Terms of Reference – Vice-Provost, Teaching and Learning

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- x. Oversees McMaster Continuing Education (MCE) and works with the Director to ensure sustainable and effective operations.
- xi. Represents McMaster University on the CityLab Steering Committee and on other relevant community-based initiatives, as appropriate.

#### Committee Memberships and Oversight

- xii. In consultation with each direct reporting group, effectively manages financial affairs to ensure sustainable operations of each respective group.
- xiii. Serves as Chair of Undergraduate Council and sits on its Executive Committee, Awards Committee, Certificates and Diplomas Committee, and Curriculum and Admissions Committee. The Vice-Provost, Teaching and Learning is also a member of Senate and Chairs the Associate Deans Group.
- xiv. In addition, other duties may be assigned by the Provost and Vice-President (Academic).

#### SECTION V – CONDITIONS OF APPOINTMENT

- xv. The position of Vice-Provost, Teaching and Learning shall be held by a qualified faculty member appointed for a five-year term, renewable once. The individual will be selected by a Senate approved Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors.

Complete Policy Title

**Terms of Reference – Deputy Provost**

Policy Number (if applicable):

Approved by

**Board of Governors  
Senate**

Date of Most Recent Approval

**TBD**

Date of Original Approval(s)

**November 14, 2012**

Supersedes/Amends Policy dated

**November 14, 2012**

Responsible Executive

**Provost and Vice-President (Academic)**

Policy Specific Enquiries

[Provost and Vice-President \(Academic\)](#)

General Policy Enquiries

[Policy \(University Secretariat\)](#)

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## SECTION I - PREAMBLE

1. The Deputy Provost is a senior academic administrator with university-wide responsibilities primarily related to academic operations, planning, faculty, and external partnerships. They have responsibility for matters related to academic integrity, planning, faculty affairs, Registrar's Office, academic budgeting, and student fees. The Deputy Provost acts as a key support to the Provost and Vice-President (Academic) and will be a senior member of the Provost's executive team.

## SECTION II – REPORTING RELATIONSHIPS

2. The Deputy Provost reports directly to the Provost and Vice-President (Academic) and is critical in the operation of the Provost's Office. The Deputy Provost works closely with the Provost and Vice-President Academic to develop and implement initiatives critical to the mission and strategic direction of the University.

Reports to: Provost and Vice-President (Academic)

Directly Reporting Positions: Registrar  
Academic Integrity Officer  
Director, Faculty Leadership and Development  
Manager, Faculty Relations

Collaborates with: Vice-President (Operations and Finance)  
Vice-Provost, Teaching and Learning  
Vice-Provost and Dean, Graduate Studies  
Vice-Provost (International Affairs)  
Assistant Vice-President and Chief Technology Officer  
Assistant Vice-President (Administration) and Chief Financial Officer  
Faculty Deans  
Assistant Vice-President and Chief Facilities Officer  
Associate Vice-President (Students and Learning) and Dean of Students  
Associate Vice-President (Research)  
Associate Vice-President, Equity and Inclusion  
Associate Vice-President, Finance and Planning (Academic)

Key Committees Board of Governors (Observer)  
Senate (Observer)  
University Planning Committee (Observer)  
Budget Committee (Consultant)  
Student Fees Committee (Chair)  
Enrolment Management Team (Chair)  
Provost's Council (Member)  
Provost and Deans Group (Member)  
Joint Committee (Member)  
Undergraduate Council (Member)  
Graduate Council (Member)  
Marketing Steering Committee (Member)  
Joint Indigenous-Administration Consultation Group

### **SECTION III - COLLABORATION AND SUPPORT**

3. Under the direction of, and working closely with, the Provost and Vice-President (Academic), the Deputy Provost is expected to work in close partnership with all members of Provost's Council. The position is responsible for promoting a collegial environment and supporting excellence in teaching and research, and the promotion of a high-quality student experience at McMaster University.

### **SECTION IV – DUTIES AND RESPONSIBILITIES**

4. The Deputy Provost is responsible for assisting the Provost and Vice-President (Academic) in planning and executing on McMaster's vision and mission, including key activities related to academic operations, budgeting, faculty development, and student fees.
5. The following responsibilities relate specifically to this leadership position:

#### **Planning and Coordination**

- i. Assists the Provost and Vice-President (Academic) in advancing excellence in teaching and learning, including the implementation of McMaster's teaching and learning strategy in collaboration with others.
- ii. Provides oversight, coordination, and planning related to all aspects of academic budgeting, including participating in and supporting the Provost and Vice-President (Academic) in the annual budget process.
- iii. Works in collaboration with the Vice-Provost, Teaching and Learning to advance interdisciplinary programming across the institution.
- iv. Supports the work of the University Librarian and ensures activities related to the University Library are in alignment with McMaster's strategic direction.
- v. Works with the Provost and Vice-President (Academic) to conduct Faculty and Department reviews and assists with searches for senior leadership positions as required.
- vi. Oversees the Office of Academic Integrity and supports the Office's role in ensuring integrity in the pursuit of knowledge and scholarship across campus.

#### **Faculty Recruitment, Progression, and Recognition**

- vii. Oversees the Faculty Relations Office and supports matters related to faculty progression, tenure and promotion, and career progress/merit (CPM). Working closely with the Associate Vice-President, Equity and Inclusion, the Deputy Provost ensures the incorporation of equity, diversity and inclusion principles in all relevant processes.
- viii. Coordinates efforts to track and plan recognition of members of the McMaster community for major achievement awards, both internally and externally, in the areas of teaching, service, and research. This work will require close collaboration with leaders across the University, including members of Provost's Council and the Office of the Vice-President (Research).

## Terms of Reference – Deputy Provost

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- ix. Supports the Provost and Vice-President (Academic) in the recruitment of faculty members, including interviews with potential tenure-track faculty members.
- x. Oversees the Director, Faculty Leadership and Development to facilitate, develop, and direct the academic leadership program which involves professional development at each stage of the academic life span with a focus that ensures equity and inclusion.

### Student Enrolment Management

- xi. Oversees the Registrar's Office and works closely with the Registrar to ensure strategic enrolment planning and efficiency in matters related to student recruitment, admissions, aid and awards, communications, records, scheduling and exams, student Services, systems and central administration.
- xii. Serves as Chair of the Enrolment Management Team and works in partnership with the Registrar and the Associate Vice President (Students and Learning) and Dean of Students to support the enrolment and admissions process.

### Data and Reporting

- xiii. Works closely with the Office of Institutional Research and Analysis and assists the Director in work related to data and analysis, statistical reporting, enrolment and tuition revenue projections, key performance indicators, and reporting required by the Provincial Government.

Undertakes a leadership role in academic government relations activities and supports the coordination of university responses to government requests and initiatives, including the University's Strategic Mandate Agreement processes.

- xiv. In consultation with each direct reporting group, effectively manages financial affairs to ensure sustainable operations of each respective group.

### Committee Memberships

- xv. Serves as a member of Joint Committee with the Provost and Vice-President (Academic) and Vice-President (Finance and Operations) and participates in negotiations and grievance procedures.
- xvi. Serves as Chair of the University Fees Committee and is an Observer on Senate, the Board of Governors and the University Planning Committee.
- xvii. Serves as the representative of McMaster University on a number of external committees, including the Six Nations Polytechnic Consortium.
- xviii. The Deputy Provost may take on specific responsibilities related to ongoing projects of the Provost Office and Chair or serve on a number of ad hoc committees as required.

### Other Duties

- xix. Other duties may be assigned by the Provost and Vice-President (Academic) as needed depending on the priorities of the Provost's Office and the University.

**Terms of Reference – Deputy Provost**

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- xx. In the absence of the Provost and Vice-President (Academic), the Deputy Provost normally serves as their representative and designate.

**SECTION V – CONDITIONS OF APPOINTMENT**

- 6. The position of Deputy Provost shall be held by a qualified faculty member appointed for a five-year term and renewable once. The individual will be selected by a Senate approved Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors.

**MEMO**

TO: University Planning Committee  
FROM: Dr. Karen Mossman, Vice-President, Research   
RE: Name Change for the McMaster Cancer Research Centre  
DATE: October 12, 2021

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I would like to inform the University Planning Committee of a name change for the McMaster Cancer Research Centre (MCRC) to the Centre for Discovery in Cancer Research (CDCR).

Dr. Shelia Singh, Director of the McMaster Cancer Research Centre would like the name to better reflect the specific vision of the centre and differentiate the centre other universities and cancer research centres. Through an informal survey of key stakeholders, it was determined that the new name Centre for Discovery in Cancer Research (CDCR) should also align with the building is which the centre is housed.

A letter from Dr. Singh is attached and can provide additional details about the request.

attach.

cc: Provost and Vice-President (Academic)  
Dean and Vice-President, Faculty of Health Sciences  
Vice-Provost and Dean of Graduate Studies  
University Secretariat and Freedom of Information and Protection of Privacy Officer

Sheila K. Singh, MD, PhD, FRCSC, Professor of Pediatric Neurosurgery, Department of Surgery,  
Tier 1 Canada Research Chair in Human Cancer Stem Cell Biology, McMaster University,  
Hamilton, ON, Canada. T: 905 521 2100 x75237 F: 905 521 9992 Email: [ssingh@mcmaster.ca](mailto:ssingh@mcmaster.ca)



September 8, 2021

Dear Dr. Mossman,

I would like to respectfully request your approval for the official name of our new McMaster Cancer Research Centre. McMaster Cancer Research Centre is a generic title, meant to be a placeholder, for a centre with a specific vision to build multi-disciplinary, translational cancer research, wherein our basic science discoveries can be translated into improved diagnostics and therapeutics for patients with aggressive cancers of unmet need. As such, in an informal survey of key stakeholders at our university, I determined that the name of our centre should declare this specific vision and also differentiate us clearly from other universities and cancer research centres in Canada and across the world. Through careful research and polling, we determined that the naming opportunity that would best distinguish our centre as we build it and recruit new faculty is the “**Centre for Discovery in Cancer Research**” (CDCR). This name also aligns beautifully with the DeGroot family gifts, as the actual building in which the centre is housed is the MGD Centre for Learning and **Discovery**. We have consulted the governing board of the Centre and they are in agreement with the name change.

Thank you for your consideration of our desire to brand the centre thoughtfully and appropriately from its inception, and we look forward to your response.

Best regards,

Sheila

A handwritten signature in cursive script that reads "Sheila K. Singh".

Sheila K. Singh, MD PhD FRCS(C),  
Pediatric Neurosurgeon, McMaster Children's Hospital,  
Professor of Surgery, McMaster University,  
Canada Research Chair in Human Cancer Stem Cell Biology,  
Founding Director, McMaster Surgeon Scientist Program, and University Scholar,  
MDCL 5027, Michael DeGroot Centre for Learning and Discovery,  
1280 Main Street West, Hamilton, ON, L8S 4K1, Canada  
P: 905 521 2100 x75237 F: 905 521 9992 Email: [ssingh@mcmaster.ca](mailto:ssingh@mcmaster.ca)  
<http://sheilasinghlab.ca/> E-mail: [ssingh@mcmaster.ca](mailto:ssingh@mcmaster.ca)

**MEMORANDUM**

**TO:** Senate Committee on Appointments  
**FROM:** Dr. Nicholas Kevlahan, MUFA President  
Dr. Susan Tighe, Provost & Vice-President, Academic  
**DATE:** October 25, 2021  
**RE:** Drafting committee for the Faculty Code of Conduct

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The Code of Conduct for Faculty and Procedure for Taking Disciplinary Action was last approved in 1994 and it is past time a drafting committee was struck to review and update the Code.

Accordingly, we ask the Senate Committee on Appointments to approve the attached terms of reference and membership for a drafting committee.

**Ad Hoc Drafting Committee to Revise the Code of Conduct for Faculty and  
Procedure for Taking Disciplinary Action**

**Terms of Reference**

**1. Preamble**

The Code of Conduct for Faculty and Procedure for Taking Disciplinary Action ('the Code') was approved by the Senate and Board of Governors in 1994. The University landscape has evolved considerably since then and it is time to update the code and procedures and provide greater clarity with regard to the professional standards and expectations of faculty members. The Senate Committee on Appointments (SCA) proposes a joint MUFA-SCA Ad Hoc Drafting Committee to undertake this work commencing in fall 2021. Due to the complexity of employment law and how the Code will interact with other university policies, the committee will include a number of non-voting consultants to provide guidance and advice.

**2. Mandate**

The Ad Hoc Committee ('the Committee') is tasked with reviewing the Code and proposing changes to be recommended for approval through the governing bodies.

**3. Responsibilities**

As part of its deliberations, the Committee will consider and make recommendations concerning:

- a. The scope of the Code, including clarification of its jurisdiction;
- b. Revisions that update the Code and comply with employment standards and laws;
- c. Review relevant professional standards guidelines;
- d. Revise the duties and responsibilities of faculty members, including expectations for professional and ethical behaviour;
- e. Review the Code to ensure proper alignment and interaction with other University policies (including but not limited to, the Sexual Violence Policy, the Discrimination & Harassment Policy, the Research Integrity Policy, and the Tenure & Promotion Policy and the Supplementary Policy Statements, etc.);
- f. Procedures and timelines for disciplinary action;
- g. Procedures for hearings committees;
- h. Definitions of sanctions and remedies; and
- i. Record keeping requirements that are consistent with the University's obligations under the Freedom of Information and Protection of Privacy Act (FIPPA).

**4. Research and Consultation**

In order to fulfill its mandate, the Committee shall:

- i. Conduct an environmental scan of relevant policies at peer institutions;

- j. Seek the input of relevant stakeholders;
- k. Consult the Privacy Officer and Privacy Specialist regarding best practices for record keeping under FIPPA;
- l. Seek the guidance and advice of the non-voting consultants to inform and support its work; and
- m. Review any other documents the Committee deems relevant to aid in the fulfillment of its mandate.

## **5. Membership**

### Members:

Dr. Catherine Connelly, DeGroote School of Business  
Dr. Bonny Ibhawoh, Faculty of Humanities  
Dr. Robert Fleisig, Faculty of Engineering  
Dr. Martin Gibala, Faculty of Science  
Dr. Anna Moro, Faculty of Humanities  
Dr. Catherine Frost, Faculty of Social Sciences  
Dr. Mark Walton, Faculty of Health Sciences

### Consultants:

Andrea Aitchison, Employee/Labour Relations  
Brent Davis, University Counsel  
Pilar Michaud, Director, Human Rights & Dispute Resolution  
Rebecca Collier, FHS  
Barb Eftekhari, Manager Faculty Relations

### Administrative Support:

Andrea Thyret-Kidd, University Secretary & Privacy Officer  
Michelle Bennett, Hearings, Policy and Privacy Manager

## **6. Reporting**

Before submitting its recommendations to the governing bodies for approval, the Committee will provide MUFA and CFA (Clinical Faculty Association) with the opportunity to review and confirm its support for the recommendations.

The expected date for the Committee's report is September 1, 2022.

November 4, 2021

Senate Committee on Appointments  
c/o University Secretariat  
Gilmour Hall, Room 210

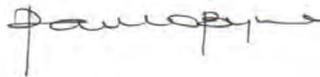
**Re: Establishment of the Douglas Family Chair in Nutrition Research**

On behalf of the Faculty of Health Sciences, I would like to recommend the establishment of the Douglas Family Chair in Nutrition Research.

Paul and Susan Douglas have very generously provided funding to create a permanent endowment for this Chair. In addition, this endowment is being supplemented with matching funds from the Department of Medicine. The Chair will support establishing and maintaining a world-class research program that integrates gastroenterological and nutrition sciences.

The terms of reference for the Chair are attached.

Yours sincerely,



Paul M. O'Byrne, MB, FRCP(C), FRSC  
Dean and Vice-President  
Faculty of Health Sciences

Encl.

PO/bvd

**TERMS OF REFERENCE**

**Douglas Family Chair in Nutrition Research**

**General**

A gift has been directed to the Faculty of Health Sciences to provide support for the *Douglas Family Chair in Nutrition Research*. The incumbent will have demonstrated excellence in the area of nutrition.

**Details and Duties**

The holder of the Chair will be a senior clinical investigator with a deep understanding of the importance of nutrition.

Specifically, the Chairholder will:

- Hold an appointment in the Faculty of Health Sciences at McMaster University;
- Be an integral part of the institutional vision towards establishing and maintaining a world-class research program that integrates gastroenterological and nutritional sciences which exemplifies the central values of the University, the Department of Medicine and the Farncombe Family Digestive Health Research Institute;
- Establish community links and oversee clinical research projects in the area of nutrition;
- Contribute significantly to the body of scholarship in the area of nutrition through teaching, research, and/or clinical work at McMaster University;
- Provide mentoring and leadership to future generations of nutrition-trained gastroenterologists in the Faculty of Health Sciences, including mentoring a junior clinical investigator;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the Department of Medicine, including participation in the education programs of the Department;
- In the first five years, as Chairholder, develop a needs assessment protocol in nutrition and develop technology to help monitor dietary habits.

**Selection Process**

The selection and designation of the Chairholder will be determined as follows:

- The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate selection committee, which shall include, at a minimum, the Vice-Dean, Research, Chair of the

Department of Medicine, and Director of the Farncombe Family Digestive Health Research Institute.

- The selection committee will invite and receive nominations for the Chair and make recommendations for the appointment to the Dean and Vice-President of the Faculty of Health Sciences for approval.
- Once approved, the Dean and Vice-President will forward the selection committee's recommendation to the Senate Committee on Appointments.

**Term**

An appointment to the Chair shall be for up to five (5) years, with the understanding that renewal for additional terms is possible based on satisfactory reviews.

**Acknowledgement**

The incumbent will acknowledge that they hold the *Douglas Family Chair in Nutrition Research* in all publications, lectures and any other activities supported through the fund.

June 2021

**REPORT TO THE BOARD OF GOVERNORS**  
*from the*  
**EXECUTIVE AND GOVERNANCE COMMITTEE**

**Actions Taken on Behalf of the Board of Governors**

**ii. Proposed Revisions to the Joint Administration/Faculty Association Committee -Terms of Reference**

On November 23<sup>rd</sup>, 2021, the Executive and Governance Committee approved on behalf of the Board of Governors, the Proposed Revisions to the Joint Administration/Faculty Association Committee - Terms of Reference.

**iii. Revised Board of Governors By-laws**

At the same meeting, the Executive and Governance Committee approved on behalf of the Board of Governors, the proposed revisions to the Board of Governors by-laws, effective immediately.

**Board of Governors: FOR INFORMATION**  
**December 9, 2021**

November 16, 2021

**TO: Executive and Governance Committee**

**FROM: Mark Downard, Policy Advisor and Projects Officer**

**RE: Items for Approval on Behalf of the Board**

---

**a. Proposed Revisions to the Joint Administration/Faculty Association Committee - Terms of Reference**

The McMaster University Faculty Association has informed the Secretariat of proposed revisions to the Terms of Reference for the Joint Administration/Faculty Association Committee. The changes are housekeeping in nature and specifically seek to provide a mechanism for the use of electronic ballots for voting and email communications with members. The proposal modernizes language and aligns practice with more contemporary electronic methods of conducting activities. The changes have been agreed to by the University administration and is presented for approval on behalf of the Board (Attachment I).

It is now recommended,

**that the Executive and Governance Committee approve on behalf of the Board of Governors, the revised terms of reference for the Joint Administration/Faculty Association Committee to consider University Financial Matters and to discuss and negotiate matters related to Terms and Conditions of Employment of Faculty, effective immediately.**

**b. Revised Board of Governors By-laws**

Following a review of the University's administrative area, it was decided that the title of Vice-President (Administration) would be changed to Vice-President (Operations and Finance) to better reflect the duties of the role. The Board of Governors by-laws have been updated to reflect the new title and constitute the only changes made to the document. In all instances where Vice-President (Administration) was listed, it has been revised to Vice-President (Operations and Finance). The revised by-laws have been included with the agenda package as Attachment II.

It is now recommended,

**that the Executive and Governance Committee approve on behalf of the Board, the proposed revisions to the Board of Governors by-laws, effectively immediately.**



The Joint Administration/Faculty Association  
Committee to consider University Financial  
Matters and to discuss and negotiate matters  
related to Terms and Conditions of Employment  
of Faculty

1280 Main Street  
West Hamilton  
Ontario L8S 4K1

## TERMS OF REFERENCE

### COMPOSITION

1. Three members of faculty appointed by Association and three members of the Administration appointed by the President of the University shall take office on July 1st for a minimum term of one year.
2. The Chairmanship shall alternate annually between the Association's membership and that of the Administration. The Chairman shall have a vote on all questions on which a vote is taken.
3. A secretary to the Committee shall be appointed each year by the Chairman of the Committee.
4. Consultants and observers may be added at the discretion of the Committee.
3. To negotiate faculty remuneration (salaries and benefits) for the following year.
4. To make recommendations on faculty remuneration (salaries and benefits) for the following year to the President and to the Association's membership.
5. To report to the President's Budget Committee the agreed faculty remuneration (salaries and benefits) for the following year or, in the event of disagreement, the final positions of the Association and Administration representatives.

### PURPOSES AND TERMS OF REFERENCE

- A. To provide a forum wherein the Administration and the Association discuss issues and concerns confronting the University; both sides agree to present full information bearing on those issues and concerns and to respond to all questions and enquiries. All information laid before the Committee shall be communicable by its members except where Committee specifies confidentiality within the Committee. From time to time the Committee will make statements to the community at large on matters under discussion.
- B. To consider and discuss each year any issues relating to the terms and conditions of employment of faculty; University policies on such matters as research and other leave, teaching and work loads, financial exigency, etc., may be brought to the Committee for discussion and/or approval;
- C. To provide a forum for negotiating and determining faculty remuneration (salary and benefits); in this matter only, the following specific terms of reference shall apply:
  1. To establish and review annually a panel of at least two selection officers mutually agreeable to the Administration and to the Association Executive.
  2. To receive each year, from the President's Budget Committee, prior to and during the preparation of the operating budget, full information on the factors and policy assumptions therein, and to receive from the administration full and timely information on the costs of existing and proposed benefits, in order to determine faculty remuneration (salaries and benefits).

### PROCEDURE FOR DETERMINING FACULTY REMUNERATION (SALARIES AND BENEFITS)

#### PHASE 1. AGREEMENT IN COMMITTEE

Prior to November 1st each year, the Committee shall establish the panel of Selection Officers. Should the Committee be unable to agree on the membership of the panel by November 1st, the Chairman of the Board of Governors shall be so informed by the parties and requested to appoint a three-person committee, composed of one representative from each of the Board of Governors, the Faculty Association and the Administration, to determine the panel of Selection Officers by November 30.

By December 15th of each year, the University Administration and the Faculty Association will submit to the Committee written statements outlining amendments, additions and/or deletions which are being sought for the ensuing year in salary and benefit programmes for faculty members.

The Committee there upon shall make every reasonable effort to reach agreement on these items before the following February 1st. It may call upon the President of the University for assistance in reaching agreement.

If the Committee reaches agreement, it shall issue a report to all members of faculty who participate in the Career Progress/Merit Scheme in which the background to the agreement will be fully developed. The Committee shall arrange for there to be held a meeting of all faculty at which the agreement will be discussed.

The Faculty Association shall then seek ratification of the agreement by way of an **electronic** ballot sent only to those members of the Association who participate in the Career Progress/Merit Scheme. The Association's auditor shall act as Returning Officer and shall report the result of the vote to the Association membership and to the Joint Committee.

If the agreement is approved by a majority of the faculty voting, its terms shall be binding upon the Administration and upon the Faculty Association and shall be incorporated in the President's Budget Committee's final budget proposals for the following year.

If the Committee fails to reach agreement on any items before the February 1st deadline, then the Committee shall report by email to all members of faculty who participate in the Career Progress/Merit Scheme, the positions taken in the Committee, including fully developed background information. The President of the University shall have the opportunity to comment upon the positions taken in the Committee. The Committee may choose to call a meeting of all faculty to explain the reasons for the lack of an agreement.

**PHASE 2. NEGOTIATION PROCEDURES BETWEEN ADMINISTRATION AND ASSOCIATION**

If agreement is not reached in the Committee by February 1, or if a majority of faculty voting does not ratify the agreement reached in the Joint Committee, then:

- a. The Administration and the Faculty Association shall each appoint a team of three negotiators, who may be their respective representatives on the Joint Committee.
- b. The Administration and the Faculty Association shall each submit to the other a written statement of their positions on the unresolved items.
- c. The Administration and the Faculty Association shall each negotiate in good faith in an attempt to reach an agreement.
- d. Each party may alter its written statement of position in attempts to reach an agreement. Any such agreement shall be subject to ratification using the process described in Phase 1. If the agreement is ratified, its terms shall be binding upon the Administration and upon the Faculty Association and shall be incorporated in the President's Budget Committee's final budget proposals for the following year.

**PHASE 3. FINAL OFFER SELECTION**

If no agreement in Committee has been reached by March 15, or if an agreement has been reached but has not been ratified by the end of March, then:

- a. Negotiations shall cease
- b. One Selection Officer shall be immediately chosen by lot from the panel to make a decision on the unresolved items.
- c. Within one week of the date a Selection Officer has been determined, the Administration and the Faculty Association shall submit to the Selection Officer written statements of their final positions on the unresolved items. The statements shall also list those items upon which agreement has been reached for the following year. The statements of final positions shall be exchanged by the parties and shall be public documents within the University, once they have been submitted to the Selection Officer.
- d. The Selection Officer may meet with the negotiating teams for the purpose of clarifying their submissions.
- e. Within three weeks of the submission of the final position statements to the Selection Officer, he or she shall select *in toto* one of the two final positions submitted to him or her and forthwith communicate his or her decision in writing to the President of the University and to the President of the Faculty Association. The decision of the Selection Officer shall be binding upon both the University and the Faculty Association.
- f. The Selection Officer shall, if requested by either party, provide written reasons for the selection which he or she has made.
- g. The expenses of the Selection Officer shall be borne equally by the University and the Association.

\*\*\*\*\*

If an existing policy regarding faculty remuneration (salaries and benefits) is the subject of negotiation, the then current policy shall remain in effect until agreement has been reached upon any changes therein, or until a settlement has been determined in accordance with the above procedures.

Board of Governors — December 1984  
Revised October 1st, 1987  
Revised October 20th, 1988  
Revised October 13th, 2021

**FLOW CHART FOR PROCEDURES FOR DETERMINING FACULTY REMUNERATION**

**MAXIMUM TIMES**

**PHASE 1**

**December 15**

**Joint Committee**

6 weeks

Agreement →

General Meeting →

Faculty Association **Electronic** Ballot  
Disagree

No Agreement →

**Email** of  
Positions →

Possible General Meeting

**PHASE 2**

**February 1**

**Negotiating Committee**

6 weeks

Agreement →

General Meeting →

Faculty Association **Electronic** Ballot  
Disagree

**PHASE 3**

**March 15**

**Negotiations Cease and Selection Officer Chosen**

1 week

Final Position of Parties

3 weeks

**Mid-April**

**Selection Officer's Decision**

University President

Budget Committee

Faculty Association President

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## McMASTER UNIVERSITY

Complete Policy Title: **By-laws of the Board of Governors of  
McMaster University**

Policy Number (if applicable): **n/a**

Approved by: **Board of Governors**

Date of Most Recent Approval: **June 10, 2021**

**Revision Date(s):** **March 23, 1977** **October 22, 1992** **December 15, 2011**  
**April 27, 1977** **December 10, 1992** **June 7, 2012**  
**June 29, 1977** **December 9, 1993** **October 18, 2012**  
**April 25, 1978** **December 14, 1995** **April 18, 2013**  
**January 23, 1979** **April 25, 1996** **October 24, 2013**  
**August 31, 1979** **December 11, 1997** **December 12, 2013**  
**October, 1980** **December 10, 1998** **December 11, 2014**  
**May 6, 1981** **June 10, 1999** **April 16, 2015**  
**September 23, 1981** **December 14, 2000** **June 9, 2016**  
**September 22, 1982** **March 22, 2001** **December 15, 2016**  
**September 21, 1983** **December 13, 2001** **June 8, 2017**  
**January 19, 1984** **October 31, 2002** **June 7, 2018**  
**September 19, 1984** **June 16, 2005** **April 18, 2019**  
**March 20, 1985** **December 15, 2005** **June 6, 2019**  
**June 26, 1985** **June 15, 2006** **December 12, 2019**  
**March 20, 1986** **November 2, 2006** **June 4, 2020**  
**April 30, 1986** **June 14, 2007** **December 17, 2020**  
**April 30, 1987** **June 19, 2008** **June 10, 2021**  
**February 25, 1988** **December 18, 2008**  
**July 22, 1988** **March 5, 2009**  
**June 22, 1989** **June 18, 2009**  
**October 26, 1989** **March 4, 2010**  
**December 13, 1989** **June 17, 2010**  
**December 13, 1990** **December 16, 2010**  
**December 12, 1991** **March 3, 2011**  
**March 26, 1992** **June 9, 2011**

Position Responsible for Developing and  
Maintaining the Policy: [University Secretary](#)

Contact Department: [University Secretariat](#)

**DISCLAIMER:** *If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails.*

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**BOARD OF GOVERNORS OF McMASTER UNIVERSITY**

**BY-LAW NO. 1**

being a by-law relating generally to the conduct of the affairs of the Board of Governors of McMaster University.

**Interpretation**

1. In the by-laws of the Board unless otherwise provided:
  - (a) "1976 Act" means The McMaster University Act, 1976 and amendments made thereto from time to time;
  - (b) "Annual Meeting" means the annual meeting of the Board of Governors of the University, as specified in Section 6 of this by-law No. 1
  - (c) "Board" means the Board of Governors of the University;
  - (d) "Chair of the Board" means the person elected as Chair of the Board of Governors of the University pursuant to Section 5 of this by-law No. 1;
  - (e) "Chair" means the person acting as chair of meetings of the Board or any of the Standing Committees of the Board
  - (f) "Chancellor" means the Chancellor of the University;
  - (g) "Closed Session" means a meeting of the Board or part of a meeting of the Board so declared by the Chair of the Board at which only members of the Board, Observers and specifically invited guests of the Board shall be present;
  - (h) "Divinity College" means McMaster Divinity College;
  - (i) "Graduate Student" means a person who is a candidate for an advanced degree authorized by the Senate of the University or from a college affiliated with the University and shall include Divinity College students, and Post Degree students;
  - (j) "Non-Teaching Staff" means the employees of the University and of a college affiliated with the University who are not members of the teaching staff but shall not include students;
  - (k) "Observer" means a person identified as such pursuant to Section 12 of this by-law No. 1;
  - (l) "Past Chair of the Board" means the immediate previous Chair of the Board;
  - (m) "President" means the President of the University;
  - (n) "Secretary of the Board" means Secretary of the Board of Governors of the University appointed pursuant to Section 5 of this by-law No. 1;
  - (o) "Senate" means the Senate of the University;

- 
- (p) "Standing Committees of the Board" means the committees specified in Section 15(2) of this by-law No. 1;
- (q) "Teaching Staff" means the employees of the University or of a college affiliated with the University who hold the academic rank of professor, associate professor, assistant professor or lecturer but shall not include graduate students who are employed by the University as teaching assistants nor individuals who hold title with the prefix "clinical" or "visiting";
- (r) "Undergraduate Student" means a person who is registered as a candidate for an undergraduate degree in a course of study approved by the Senate and shall include Medical students and Continuing students;
- (s) "University" means McMaster University;
- (t) "Vice-Chair(s) of the Board" means Vice-Chair(s) of the Board of Governors of the University elected pursuant to Section 5 of this by-law No. 1;
- (u) "Provost" means the Provost and Vice-President (Academic) of the University;
- (v) "University Secretariat" means the office of the University Secretary
- (w) "University Secretary" means the chief administrative officer of the Board of Governors and the Senate, when the same individual holds the positions of Secretary of the Board of Governors and Secretary of the Senate;
- (x) "Vice-President" means a Vice-President of the University.
- Fiscal Year** 2. The fiscal year of the University shall end on the 30th day of April in each year.
- Corporate Seal** 3. The Corporate Seal of the University shall be in the form impressed on the master copy of the by-laws held in the University Secretariat. The Seal may be impressed with duplicate instruments, one of which shall be retained by the Board and the other by the Senate for use on documents made under their respective powers. The duplicate instrument of the Seal retained by the Board shall be kept in the custody of the Vice-President (Operations and Finance) or in the custody of such other person as the Board may decide by resolution.
- Powers of the President** 4. (1) The Board delegates to the President, pursuant to Section 9 (d) of the 1976 Act, the power to make appointments for a stated period of time to the University's teaching staff, provided that such appointments are within the limits of the University's approved budget. (See resolution attached as Appendix A-1.)
- (2) The Board delegates to the President or such other officer or employee as the President may from time to time designate, provided such alternative delegate is first approved in writing by the Board, the power of the Board under Section 9 (b) of the 1976 Act to appoint, promote, suspend or remove all officers, agents and employees of the University not identified in the

preamble of Section 9 (b) or in Section 9 (b), Sub-sections (i), (ii) and (iii).  
(See resolution attached as Appendix A-2.)

(3) The Board delegates to the President the power of the Board under Section 9 (b) of the 1976 Act to suspend members of the teaching staff. (See resolution attached as Appendix A - 3).

**Election of Chair and Vice-Chair**

5. (1) The Board shall elect a Chair and Vice-Chair(s) of the Board at its Annual Meeting in accordance with Section 8 (12) of the 1976 Act, each to serve for a term of one year from the 1st day of July following the election, provided, however, that the Chair and Vice-Chair(s) may be re-elected for one or more term(s).

**Election of Secretary**

(2) The Board shall appoint a secretary who shall serve as Secretary of the Board during its pleasure.

**Meetings of the Board**

6. The Board shall meet not fewer than four times in each fiscal year at such times and at such places as may be determined from time to time by the Chair or by resolution of the Board. In addition, thereto, the Board shall hold an Annual Meeting within two months after the end of the University's fiscal year at such time and place as the Board may determine by resolution.

**Notice of Meeting**

7. Notice in writing of each regular meeting and the Annual Meeting shall be sent electronically by the Secretary of the Board, to Board members at least fourteen days in advance of the meeting date. The agenda for any such meeting shall be sent by the Secretary of the Board to all members of the Board at least seven days prior to the date of each such meeting and posted on the Secretariat website. The dates, times and places of all such meetings shall be made available to the University community and the community-at-large through posting on the University Secretariat's website [<http://secretariat.mcmaster.ca>] at least seven days prior to such meetings.

**Location of Meetings**

8. (1) All meetings of the Board shall be held in the Council Room, Gilmour Hall, unless the Chair of the Board directs that the meeting be held elsewhere.

**Recording Devices**

(2) No form of recording device (photographic or electronic) or sound-amplifying device shall be permitted at any meeting of the Board with the exception of instruments for official use by the Board or with the express authority of the Chair of the Board.

**Quorum of the Board**

(3) The quorum of the Board shall consist of twenty members of whom at least ten shall consist of members of the Board appointed or elected under clauses b, c, d, and j of subsection 1 of Section 8 of the 1976 Act.

(4) The Chair of the Board, or in their absence the Vice-Chair of the Board, shall act as Chair at all meetings of the Board. In the absence of both the Chair and the Vice-Chair(s), a Chair shall be elected by a majority of the members present.

(5) The Chair shall conduct the proceedings in conformity with the by-laws and rules of procedure enacted by the Board and, in all cases not so provided, the following reference shall be used: M.K. Kerr and H.W. King, Procedures for Meetings and Organizations (Carswell Thomson Professional Publishing, third edition, 1996).

(6) The Chair shall preserve order and decorum at all meetings of the Board. Any person admitted to a meeting of the Board who, in the opinion of the Chair, misconducts themselves must withdraw from the meeting at the order of the Chair. In the event that such person refuses to withdraw, the Chair has the power to declare a short recess, or to adjourn the Board, and may declare that the continuation of such recessed or adjourned meeting shall be in Closed Session.

**Closed Session**

(7) The following matters, which shall be considered or dealt with by the Board in Closed Session, shall be placed at the end of the agenda:

- (a) nominations;
- (b) elections;
- (c) recommendations from the Senate concerning appointments, tenure, or promotion;
- (d) suspensions or removals;
- (e) agenda items concerned with remuneration of individuals;
- (f) agenda items concerned with contracts; and
- (g) any other matter deemed appropriate by the Board.

(8) The Board may by a majority vote of the members present at any meeting of the Board without debate request the Chair to declare the meeting, or any part thereof, a Closed Session.

**Request for  
Appearance at the  
Board**

(9) Any person may request an appearance before the Board for the presentation of a brief. The request will be considered by the Board if the request and brief are submitted to the Secretary of the Board at least three days prior to the date set for a Board meeting. The three-day period set out above may be waived by a two-thirds majority vote of the members present at such meeting. If the Board approves the request, the presentation may be made and shall not exceed the time limit prescribed by the Chair.

**Record of  
Proceedings**

(10)

(a) A record of the proceedings of all meetings of the Board shall be made by the Secretary of the Board. Items of business dealt with by the Board in Closed Session shall appear as appendices to the record and such appendices shall be made available only to members and Observers of the Board unless otherwise ordered by the Board.

**Access to Minutes of  
UPC**

(b) A request by a Senator, Board member or an Observer of either body for access to the minutes and records of the Board-Senate University Planning Committee (formerly the Board-Senate Committee on Long-

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Range Planning) shall be submitted to the University Secretary. The University Secretary shall consult with the Chair of the Senate and the Chair of the University Planning Committee and shall determine whether access is to be granted and in what form.

**Communications to the Board**

- (11) Any person may communicate to the Board in writing on a matter of interest to the Board. Such communications shall be received by the Secretary of the Board at least three days before any meeting of the Board to permit time for distribution. Such a communication shall be dealt with by the Board under the agenda heading "Communications" which shall normally be the fourth item of business on the agenda. The time period as set out herein may be waived by a two-thirds majority vote of the members present at such meeting.

**Amend By-laws**

9. (1) A proposal to amend the by-laws of the Board shall be considered by the Board only at its regular meetings, and then only after notice of the proposed amendment has been given at a previous regular meeting of the Board.
- (2) Editorial revisions to the by-laws shall be considered and approved by the Executive and Governance Committee. Editorial revisions are non-substantive and include editing and formatting, updating titles, and correcting grammatical errors, etc.
- (3) In the event that a Standing Committee of the Board presents an amendment for approval together with a recommendation that the amendment is not considered to be substantive in nature, and provided that no member of the Board makes a request, either at or prior to the meeting, that the procedure specified in section 9(1) be followed, the Board may waive the requirement to review the amendment at a subsequent meeting and adopt such amendment with immediate effect. Any such recommendation made by a Standing Committee should be included in its written report and provided to members of the Board in advance of the relevant meeting.

**Expectations for Board Members**

10. (a)
- (1) An individual who has been otherwise properly appointed or elected to membership in the Board, or who occupies an office which entitles them to ex officio membership in the Board, shall, before taking up their duties as a member of the Board, review and subscribe to the "Statement of Expectations for Members of the McMaster University Board of Governors" as set forth in Appendix H (the "Statement of Expectations"), and shall deliver an executed copy of the Statement of Expectations to the Secretary of the Board of Governors. If any such person shall fail to do so, the Secretary of the Board of Governors shall notify the Chair of the Board.

(2) A member of the Board who has not subscribed to the Statement of Expectations shall not serve upon any committee of the Board.

**Members' Minimum Attendance**

10. (b) The Board may declare vacant the seat of any member who, without being granted leave of absence by the Board, fails to attend four consecutive meetings of the Board.

**Honorary Governors Designation**

11. The Board may designate from time to time, on the recommendation of the Nominating Committee, a person as an Honorary Governor. Such designations shall be made to a member retiring from the Board to recognise distinguished service to the Board over an extended period of time. A list of Honorary Governors shall be included under this heading together with any list of Board members. Honorary Governors shall be accorded all the rights and privileges extended to Observers of the Board.

**Observers**

12. (1) An individual shall be an Observer if they (a) are not a member of the Board; (b) holds one of the following offices; and (c) assumes the role of an Observer by notifying the Secretary of the Board in advance:

The Vice-Presidents

Chief Internal Auditor

The Senior Advisor to the President

The Assistant Vice-President (Communications and Public Affairs)

Assistant Vice-President (Administration) & Chief Financial Officer

Assistant Vice-President & Chief Facilities Officer

Assistant Vice-President & Chief Human Resources Officer

The Chair of any Standing Committee of the Board who is not a member of the Board, provided that the Chair of that Standing Committee may recommend that the Chair of the Board appoint another member of that Standing Committee as their designate

The President or designate of:

Graduate Students Association

McMaster Association of Part-time Students

McMaster Students Union

McMaster University Faculty Association

McMaster University Retirees Association

UNIFOR, Local 5555

(2) Observers shall be invited to attend meetings of the Board and shall receive such notices and other materials as are distributed to members of the Board in advance of such meetings. An Observer shall withdraw from a meeting of the Board in any of the following circumstances:

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- (a) if they would, if a member of the Board, be required to withdraw from such meeting because of the requirements of subsection 16 of Section 8 of the 1976 Act; or
- (b) if the meeting is a Closed Session where matters of a personal nature concerning an individual may be discussed and that individual so requests; or
- (c) if the Chair so directs.
- (3) Observers shall not vote but may be permitted to address the Board, when invited by the Chair to do so, in order to respond to questions or provide information to members regarding items under discussion.
- (4) By receiving confidential Board materials or by attending any Closed Session, each Observer agrees to preserve in confidence any matters treated as confidential to the University and any matters of a personal nature concerning an individual of which they become aware while acting in the capacity of Observer.
- Appoint Observers & Consultants** (5) The Chairs and/or Vice-Chair(s) of the Standing Committees of the Board may appoint observers and consultants to the Standing Committees of the Board. This Section 12 shall apply to all such persons so appointed.
- Access to Advice** 13. The Board and each of its Standing Committees shall have access to such legal, financial and other advice as may be required from time to time to enable the duties of the Board and its Standing Committees to be properly discharged.
- Senate Representatives** 14. The Board shall appoint annually at its Annual Meeting its member(s) to the Senate for a term of three years.
- Service on Committees** 15. Unless otherwise specified, the Board shall elect members to committees to serve for a period of one year or until their successors are elected or appointed.
- Ex Officio Members of Board Committees** (1) The President and the Chair and Vice-Chair(s) of the Board shall be ex officio members of all committees of the Board except that the President shall not be a member of the Audit and Risk Committee, the Human Resources Committee, the Board-Senate Research Misconduct Hearings Panel and the Board-Senate Hearing Panel for Discrimination, Harassment and Sexual Violence, and the Chair and Vice-Chair(s) of the Board shall not be members of the Board-Senate Hearing Panel for Sexual Harassment and Anti-Discrimination and the Board-Senate Research Misconduct Hearings Panel.
- Board Standing Committees** (2) The following committees shall be Standing Committees of the Board provided that it may from time to time appoint other committees for any purpose within its powers:
- Audit and Risk;  
Executive and Governance;  
Planning and Resources Committee;

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Investment Pool Committee;  
Nominating;  
Pension Trust;  
Committee on University Advancement;  
Remunerations;  
University Planning Committee;  
Budget Committee;  
University Student Fees Committee;  
Human Resources;  
Board-Senate Research Misconduct Hearings Panel;  
Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual  
Violence.

**Committee Meetings**

- (3) Normally, it is expected that members attend committee meetings in person. At the discretion of the Chair however, a member(s) who is (are) unable to attend in person may participate in that meeting by such means of telephone or other communication facilities that permit all members to communicate simultaneously and instantaneously. A member(s) participating in such a meeting by such means is (are) deemed to be present at the meeting. For those meetings, or portions thereof, held in Closed Session or in camera, it is expected that members participating by such means of telephone or other communication facilities will ensure that the necessary standards of confidentiality are maintained and that their participation is conducted in a setting that ensures such confidentiality.

**Electronic Voting**

- (4) At the discretion of the Chair, a committee may be asked to consider a matter outside of a committee meeting and to determine the matter by means of an electronic vote. Such matters would, in the judgment of the Chair, be time-sensitive and delay until the next regularly scheduled meeting would have an adverse effect or would, in the judgment of the Chair, normally require little, if any, discussion prior to voting. Members with concerns, who would like an item to be discussed by the committee in advance of the electronic vote, must notify the Secretary without delay. The Chair will then determine an appropriate course of action and inform the committee on the disposal of the matter.

**Terms of Reference**

- (5) Composition and Terms of Reference of Standing Committees of the Board:

**(a) AUDIT AND RISK COMMITTEE**

The Audit and Risk Committee shall be composed of the Chair and the Vice-Chair(s) of the Board, and a minimum of three other members of the Board. The Chair of the Committee shall be appointed by the Board on the recommendation of the Nominating Committee. Notwithstanding any other provisions in the By-laws, in any event, every Audit and Risk Committee member shall be an independent, external and unrelated Governor (not employed by the University nor enrolled in a course of study at the University). Members of the Audit and Risk Committee shall be financially

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literate, with the ability to read and understand financial statements of the breadth and complexity comparable to those of the University. Optimally, at least one member of the Committee a professional accounting designation.

One half of the membership of the Committee shall constitute a quorum.

The following individuals will normally be invited to attend Audit and Risk Committee meetings: the President, the Provost, the Vice-President (Operations and Finance), the Assistant Vice-President (Administration) and Chief Financial Officer, and the Chief Internal Auditor.

Meetings shall be held as required or upon the request of a member of the Audit and Risk Committee or of the University's internal or external auditors. The Committee Chair shall review an agenda in advance of each meeting.

The Audit and Risk Committee assists the Board in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, the audit process, the risk profile of the University and the University's processes for monitoring compliance with laws, regulations and University policies.

The primary responsibilities of the Committee are:

1. **Financial Statements:** to oversee the system of internal control and the financial reporting process. In fulfilling this responsibility, the Committee shall:
  - a. meet with the external auditors and review the results of the annual financial statement audit and approve such statements for recommendation to the Board;
  - b. review other sections of the annual report, including Management's Discussion and Analysis, and any report or opinion that the auditors propose to render, and consider the accuracy and completeness of the information;
  - c. review and discuss with management and the external auditors significant variances, estimates and accruals, judgments, changes in accounting policies and standards, issues concerning litigation or contingencies and any difficulties encountered;
  - d. review any recent and relevant professional and regulatory pronouncements to understand their impact on the financial statements;
  - e. review and discuss with management whether adequate procedures and processes are in place to ensure the integrity of the financial statements;

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- f. review the appropriateness of significant accounting principles and practices, reporting issues, unusual or extraordinary items, transactions with related parties and the adequacy of disclosures; and
  - g. consider whether the financial statements are complete and consistent with information known to Committee members.
2. **Internal Control:** to oversee the internal control structure and processes, the Committee shall:
- a. review with management and the internal and external auditors, their evaluation of the University's internal controls and processes, including internal controls over financial reporting, compliance with University policies and any material weaknesses or fraud and assess the steps management has taken to minimize significant risks or exposures; and
  - b. consider the effectiveness of the internal control system, including information technology security and control.
3. **External Audit:** to oversee the external audit process, the Committee shall:
- a. select and recommend annually the public accountants for appointment as auditors for the ensuing fiscal year and, in consultation with the administration, the basis of their compensation;
  - b. approve the engagement letter, receive the independence letter and review the management letter and related materials;
  - c. discuss with the external auditors the scope and purpose of the upcoming audit and the procedures to be followed including coordination with internal audit;
  - d. review all matters required to be communicated to the Committee under Generally Accepted Auditing Standards;
  - e. review with the external auditors their findings, any restrictions on their work, cooperation received, and their recommendations and facilitate the resolution of any disagreements between management and the external auditors;
  - f. receive privately the external auditors' opinion on various matters, including the quality and effectiveness of financial and internal audit staff, significant accounting principles and practices, unresolved material differences of opinion or disputes;
  - g. periodically review and approve a policy governing the engagement of the external auditors for the provision of non-audit services; and

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- h. annually review and assess the independence and performance of the external auditors.
4. **Internal Audit:** to oversee the internal audit function and reports, the Committee shall:
- a. review with the Chief Internal Auditor a summary of findings, any restrictions or limitations on their work, cooperation received, special investigation reports, findings from third party auditors (not including work performed by the appointed external auditors), and any recommendations arising therefrom;
  - b. review the proposed audit plans for the coming year, the criteria upon which they are based and the coordination of services provided to the external auditors;
  - c. periodically review and approve the internal audit mandate (the Internal Audit Department Policy Statement) for continued relevance;
  - d. review audit progress, findings, recommendations, responses and follow-up actions; in situations where the auditee has not responded appropriately in a timely fashion to the audit findings, follow-up and obtain a management response on those action items which remain outstanding for a significant period of time;
  - e. satisfy itself as to internal audit independence, cooperation received from management, interaction with external audit and any unresolved material disagreements with management;
  - f. review the budget, organizational structure, and qualifications of the internal audit department;
  - g. through its Chair, act as the formal supervisor of the Chief Internal Auditor and in consultation with the President and the Vice-President (Operations and Finance), have the final approval to appoint or discharge the Chief Internal Auditor and complete an annual performance review of the Chief Internal Auditor;
  - h. periodically review the effectiveness of the internal audit activity; and
  - i. meet privately with the Chief Internal Auditor at least quarterly.
5. **Compliance:** to oversee compliance-related issues, the Committee shall:
- a. obtain regular updates from management and legal counsel regarding legislative and regulatory compliance and outstanding litigation matters;

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- b. review the effectiveness of the system for monitoring compliance with laws and regulations and the results of management's investigation and follow-up (including disciplinary action) of instances of non-compliance;
  - c. review the findings of any examinations by regulatory agencies; and
  - d. review the process for communicating conflict of interest and code of conduct policies to employees and monitoring compliance.
6. **Enterprise-wide Risk Management:** to oversee the University's risk management framework which shall include approval of Management's proposed Risk Appetite Statement and review of:
- a. the identification and quantification of all significant risks (e.g. strategic, financial, operational, reputational etc.) the University is exposed to;
  - b. the University's appetite and tolerance for these risks on both an inherent and residual basis;
  - c. Management's strategy and controls for managing these risks;
  - d. the roles and responsibilities for risk identification and management including risk ownership;
  - e. risk monitoring and reporting;
  - f. emerging risks including risk horizon, likelihood and severity of such risks;
  - g. opportunities identified by Management for the future growth of the University

and shall provide input as appropriate as to the overall risk culture and tolerance of the University. The Audit and Risk Committee shall be satisfied that Management operates within the University's approved Risk Appetite Statement

7. **Reporting:** to fulfill its reporting responsibilities, the Committee shall:
- a. report to the Board of Governors as required about Committee activities, issues, and related recommendations;
  - b. report to the Board of Governors, on its review of Management's proposed Risk Appetite Statement and present a final version for approval by the Board

- c. complete periodic self-assessments of the Audit and Risk Committee's effectiveness against its mandate and report any concerns to the Board;
- d. periodically review the Terms of Reference of the Audit and Risk Committee and recommend any proposed changes for consideration by the Board of Governors; and
- e. perform other activities as requested by the Board.

**8. Other duties:**

- a. oversee the work of any public accounting firm engaged by the University where such work would be defined as "public accounting" within the meaning of the standards of the Canadian Institute of Chartered Accountants;
- b. investigate any matter brought to its attention with full access to all books, records, facilities and personnel of the University; and
- c. review and ensure that procedures are in place for the receipt, retention and treatment of complaints regarding accounting, internal accounting controls or audit matters.

**(b) EXECUTIVE AND GOVERNANCE COMMITTEE**

The Executive and Governance Committee of the Board shall be composed of the Chair and the Vice-Chair(s) of the Board, and representatives from every Board Committee, including but not limited to:

- Planning and Resources Committee Chair
- Audit and Risk Committee Chair
- University Advancement Committee Chair
- Investment Pool Committee Chair
- Remunerations Committee Chair
- One Board member who shall also be a member of the Pension Trust Committee, and as ex officio members, the Chancellor, the President, the Provost, and the Vice-President (Operations and Finance). The Chair of the Board shall be the Chair of the Committee. Five members of the Committee shall constitute a quorum.

The Executive and Governance Committee shall, between meetings of the Board, consider and take appropriate action on matters pertaining to the affairs of the Board, as referred to it by the Chair of the Board, the Standing Committees of the Board, the President or the Vice-Presidents. All decisions made by the Committee on behalf of the Board shall be reported to the Board at its next meeting and shall be subject to confirmation by the Board except

that when unusual or urgent matters require decision the action of the Committee shall be brought to the attention of the Board at its next meeting for information only.

The Executive and Governance Committee shall make recommendations to the Board on the appropriate form of all by-laws of the Board and on any alteration or other matter pertaining to such by-laws.

The Executive and Governance Committee shall:

- Annually review and endorse the Strategy & Priorities put forward by the President for the upcoming Academic year, to be provided to the Board for approval.
- Annually review and endorse the list of key performance metrics to be presented by University leadership to the Board throughout the year.
- Annually develop a Board Workplan, taking into account the President's priorities and other areas of interest to the Board for the upcoming Academic year.
- Annually review Terms of Reference and Calendar/Workplan for each Committee and make recommendations to Committee Chairs consistent with the Governance Agenda.
- Annually review the performance and effectiveness of the Board of Governors, and make recommendations to the Board regarding board composition, processes & practices, training, and other matters that may serve to improve overall University Governance.

#### **(c) PLANNING AND RESOURCES COMMITTEE**

The Planning and Resources Committee shall be composed of not fewer than five members of the Board in addition to the Chair and the Vice-Chair(s) of the Board, the Chair of the Audit and Risk Committee, the President, the Provost, and Vice-Presidents (or a designated delegate) as ex officio members. One-half of the membership of the Committee, excluding the President and Vice-Presidents, shall constitute quorum.

The primary responsibilities of the Planning and Resources Committee are:

##### Financial Affairs

1. Provide oversight of the financial affairs of the University and keep the Board informed thereon;
2. Approve financial expenditures as required by McMaster's Board by-law Appendix E - *Resolution Respecting the Execution of Instruments by McMaster University*;
3. Review, at least once annually, interim financial statements in comparison with budgets;
4. Review final annual budgets and make recommendations to the Board;

5. Review and oversee the establishment of adequate financial controls to ensure the implementation of policies and decisions adopted by the Board, including budgetary matters;
6. Provide oversight of investment policies and the management of McMaster's investments and delegate such responsibilities as it sees fit to the University Administration in the implementation of established policies;
7. Recommend to the Board of Governors the establishment and collection of fees and charges for tuition on behalf of any entity or organization of the University.

#### Capital Planning and Construction

1. Review and approve plans for capital expenditures and all matters relating to building, expansion, maintenance or alteration of the physical resources of the University, as required by the Board of Governors by-law Appendix E - *Resolution Respecting the Execution of Instruments by McMaster University*;
2. Review and approve the award of contracts and the selection of professional consultants;
3. Ensure capital projects and expenditures are within the resources of the University;
4. With the approval of the Board, determine limits within which authority for commitment of funds may be delegated to University officials.
5. When making decisions regarding building on campus, the Committee will consider factors that impact the aesthetic quality of campus, as well as the surrounding community.

The Committee shall be responsible for reviewing projects and proposals with consideration to both financial and planning aspects of University business.

#### **The Investment Pool Committee**

The Investment Pool Committee shall be a subcommittee of the Planning and Resources Committee and shall consist of not fewer than six members, as follows: at least two current members of the Board, appointed by the Board; two members with investment expertise appointed by the Planning and Resources Committee; the Assistant Vice-President (Operations and Finance), and the Treasurer. The President and Vice-President (Operations and Finance) shall be ex officio members, but shall have no vote. The Chair shall be designated by the Board of Governors from the Board appointed members on the Committee.

Four members of the Committee shall constitute a quorum.

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Appointments shall become effective on July 1 and members shall hold office for a period of one year. Members shall be eligible for re-appointment.

The overall objective of the Investment Pool Committee is to bring advice and knowledge to the effective management of the investments included in the University's Investment Pool, consistent with the approved fund objectives.

Within this context, the Committee shall:

1. review investment policies, objectives, strategies and make recommendations to the Planning and Resources Committee;
2. make recommendations to the Planning and Resources Committee concerning the engagement and termination of investment managers and consultants;
3. review and approve mandates and investment objectives given to individual investment managers;
4. meet quarterly to monitor investment performance of the total Fund and of individual managers;
5. meet regularly with external investment managers;
6. monitor operating expenses such as fees paid to external fund managers, consultants, fund measurement services and custodians;
7. monitor rebalancing of funds among the investment managers and exposure to non-Canadian currencies; and
8. provide semi-annual performance reports to the Planning and Resources Committee.

**(d) NOMINATING COMMITTEE**

The Nominating Committee shall be composed of the Chair of the Board who shall be the Chair of the Committee, the Vice-Chair(s) of the Board, the President, the Chancellor, and three or more additional members of the Board. One-half the members of the Committee, other than the President, shall constitute a quorum.

The Nominating Committee of the Board shall consider and recommend to the Board persons to be elected under Section 8 (1) (b) of the 1976 Act, the membership and Chairs of Board Committees (and Vice-Chair if appropriate), Board members to serve on University/ Hospital Liaison Committees, Honorary Governors, and the Chair, Vice-Chair(s), and Secretary of the Board, and such other offices as may be referred to the Committee by the Board.

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**(e) PENSION TRUST COMMITTEE**

The Pension Trust Committee shall be composed of the Chair and the Vice-Chair(s) of the Board, the President and the Vice-President (Operations and Finance) as ex officio members; four members appointed by, but not necessarily from, the Planning and Resources Committee of the Board; eight members of the Pension Plan, three of whom shall be appointed by the McMaster University Faculty Association, one of whom normally shall be appointed from the professional librarians; one of whom shall be appointed by the McMaster University Clinical Faculty Association; two of whom shall be appointed by UNIFOR, Local 5555; one of whom shall be appointed by the McMaster University Retirees Association; and one of whom shall be appointed by the President, in consultation with the Assistant Vice-President, Human Resources, from The Management Group.

Eight members of the Committee shall constitute a quorum.

Appointments shall become effective on July 1, and members shall hold office for a period of one year but any member shall be eligible for re-appointment. If a vacancy occurs during the year, a replacement shall be appointed within sixty days in the same manner as the prior appointment. The Pension Trust Committee shall elect a Chair from among its members.

The Committee shall:

1. Recommend to the Board general pension investment policy and the annual Statement of Investment Policies and Objectives for submission to the Financial Services Commission of Ontario;
2. Monitor and review performance of Investment Consultants and Fund Managers:
  - a. Make recommendations to the Board with respect to situations of deviation or proposed deviation by Fund Managers from the Statement of Investment Policies and Procedures;
  - b. Make recommendations to the Board on the appointment or replacement of such Investment Consultants and Fund Managers;
3. Monitor the annual calculation of the “Net Interest on the Fund” and the “Annual Pension Increase”;
4. Discuss and promote awareness and understanding of the pension plan by members of the plan and persons receiving benefits under the plan;
5. Comment and make recommendations to the Planning and Resources Committee on
  - a. the performance and appointment of the actuary; and

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- b. the actuarial methods and assumptions used in determining the financial condition of the pension plan and the contributions to the pension plan;
  6. Comment and make recommendations to the Planning and Resources Committee on proposed changes to the pension plan text, and propose changes to the pension plan text;
  7. Monitor at least annually the administrative expenses paid from the pension plan, and determine whether they are appropriate. Changes in the nature and structure of administrative expenses paid may be approved by the Board only if recommended by the Pension Trust Committee as a result of a ballot of all Pension Trust Committee members.

**(f) COMMITTEE ON UNIVERSITY ADVANCEMENT**

The Committee on University Advancement shall be composed of the Chancellor, the Chair and the Vice-Chair(s) of the Board, the President and the Vice-President (University Advancement) as ex officio members, and up to six other members, at least half of whom shall be members of the Board. One-half of the members of the Committee shall constitute a quorum.

The Committee shall make recommendations to the Board on policy matters related to institutional advancement, including external and internal communications, fund-raising, alumni relations, development and public relations.

**(g) REMUNERATIONS COMMITTEE**

The Remunerations Committee shall be composed of not fewer than three members of the Board, in addition to the ex officio members who shall be the Chair and the Vice-Chair(s) of the Board, the President and the Vice-President (Operations and Finance). No employee of the University, other than the President and the Vice-President (Operations and Finance), shall be a member of the Remunerations Committee. Three members of the Committee, other than the President and Vice-President (Operations and Finance), shall constitute a quorum.

The primary function of the Remunerations Committee shall be to recommend to the Board policies regarding salaries, wages, benefits and other forms of remuneration and to provide advice, as necessary, to the University Administration in implementing and administering such policies.

In making its recommendations, the Committee shall have regard to the policies of the University as approved by the Planning and Resources Committee and the Board.

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**(h)UNIVERSITY PLANNING COMMITTEE \***

The University Planning Committee shall consist of the Chancellor; the Chair of the Board (or delegate); the Vice-Chair(s) of the Board (or delegate); the President; the Provost, who shall be Chair; the Vice-President (Operations and Finance); the Vice-President (Research ); the Vice-Provost and Dean of Graduate Studies; five faculty members, no more than two from any one Faculty, elected for staggered three-year terms; one Faculty Dean elected annually (by and from the six Faculty Deans); one staff member, elected for a three-year term; one graduate student, elected for a two-year term; and one undergraduate student, elected for a two-year term. The following persons shall be Observers to the University Planning Committee: the Dean and Vice-President (Health Sciences) or delegate, unless elected; the Vice-President (University Advancement); the Associate Vice-President (Students and Learning) and Dean of Students; and the Chair of Undergraduate Council. The provisions of Section 12 of this by-law No. 1 shall apply to such Observers. One-half of the membership, excluding ex officio members, shall constitute a quorum.

The election of faculty, staff and student members to the University Planning Committee shall be conducted by the University Secretary following a call for nominations from the appropriate University constituency. The Senate Executive Committee shall review the nominations and ensure that there are sufficiently many to require that an election be held; it may make any additional nominations it deems necessary to ensure an election. The counting of ballots in elections to the University Planning Committee shall be in accordance with the transferable vote system.

The University Planning Committee's fundamental mandate is to coordinate academic and resource planning so that the Senate and the Board may be assured that any proposal presented for approval has academic merit that supports the mission of the University and that resources necessary for the implementation of any proposal have been appropriately assessed. In this context the University Planning Committee shall:

1. review the Plan for the University annually, and recommend revisions to it as necessary, for approval by the Senate and the Board;
2. review, for recommendation to the Senate and the Board, major initiatives (including those which are part of submissions to external agencies) that have significant resource implications, providing comment on how the proposals fit within the University Plan;
3. review and approve annual planning reports as prescribed by the Provost from the Faculties, the School of Graduate Studies, the Associate Vice-President (Academic), the Associate Vice-President (Student Affairs) and Dean of Students, the University Registrar, the University Librarian, and other units (as appropriate) that report directly to the Provost, providing comment on how the plans relate to overall University planning and

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current budgeting. Approved plans are to be reported to the Senate and the Board for information;

4. review and approve annual planning reports as prescribed by the Vice-President (Operations and Finance) from those administrative and service units that report directly to the Vice-President (Operations and Finance), providing comment on how the plans relate to overall University planning and current budgeting. Approved plans are to be reported to the Senate and the Board of Governors for information;
5. review and approve annually a report from the Vice-President (Research) on the major operations, institutes, and initiatives that receive significant support from the budget envelope of the Vice-President (Research), and on the anticipated impact of new funding opportunities (from federal, provincial, or private agencies or businesses) as they arise. Approved plans are to be reported to the Senate and the Board for information;
6. receive annually from the Vice-President (University Advancement) a report on advancement efforts of the previous year and review, for recommendation to the Senate and the Board, future fund-raising priorities and their relationship to the University Plan;
7. provide commentary, with reference to the University Plan and the McMaster University Campus Master Plan, to the relevant committee of the Board of Governors on proposals for capital development and other expenditures that fall outside the annual budget (such as those encompassed by the Capital Renewals process). For all major projects, the University Planning Committee will be provided with a total impact analysis that assesses the ongoing costs of maintenance, utilities, etc.;
8. review, for recommendation to the Senate and the Board, the annual report on the McMaster University Campus Master Plan, including any updates, amendments and elaborations; and
9. report to the Senate and the Board any matters of concern formally identified as such by a majority of the Committee.

#### **The Budget Committee**

The Budget Committee shall be a subcommittee of the University Planning Committee with membership drawn from the University Planning Committee as follows: the President, the Provost, the Vice-President (Operations and Finance), three faculty members (one of whom shall serve as Chair), one member of the non-teaching staff, one graduate student, one undergraduate student. Two-thirds of the membership shall constitute a quorum. If more than two members are absent when a vote is taken on the final budget, the vote must be confirmed by mail ballot.

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The Chair of the Budget Committee shall be elected annually by the University Planning Committee from among the faculty members on the University Planning Committee following nomination by the Chair of the University Planning Committee and a call for further nominations. The other two faculty members on the Budget Committee shall be selected subsequently by and from the five faculty members on the University Planning Committee for service commencing July 1 or immediately following a vacancy. The Chair may vote on all questions.

The Budget Committee shall:

1. review the budget framework prepared by the University administration in consultation with the Office of Institutional Research and Analysis, including any changes to the McMaster Budget Model; this framework (including the models and projections upon which it is based) will be provided to the Joint Administration/Faculty Association Committee to Consider University Financial Matters and to Discuss and Negotiate Matters Related to Terms and Conditions of Employment of Faculty (The Joint Committee) as will updates to the framework should these arise;
2. receive and respond to budget submissions from all Faculties, areas, and units;
3. make budget recommendations available to the University Planning Committee during development of the recommendations, for comment on whether those recommendations are congruent with the University Plan; deliver the final budget to the University Planning Committee in a timely fashion to ensure that it is in a position to make comments in advance of the budget being transmitted to other deliberative bodies;
4. make budget recommendations available to the University Senate for comment before they are transmitted by the President to the Planning and Resources Committee of the Board; and
5. deliver budget recommendations to the President of the University for transmittal to the Planning and Resources Committee of the Board. Any comments of the University Planning Committee and Senate shall be included in the material for the Board, along with the President's own comments.

\* The University Planning Committee is a joint Board-Senate Committee and is the successor to the Board-Senate Committee on Academic Planning. It is also the successor to the Board-Senate Committee on Long-Range Planning named in the 1976 Act. All references to the Board-Senate Committee on Long-Range Planning in the 1976 Act shall be deemed henceforth to refer to its successor, the University Planning Committee.

The **University Student Fees Committee** shall be a sub-committee of the University Planning

Committee with the following membership:

***Ex Officio***

Associate Vice-President (Students and Learning) and Dean of Students -  
Co-Chair  
Vice-Provost and Dean of Graduate Studies – Co-Chair  
Vice-Provost (Faculty)  
Associate Vice-President, Finance and Planning (Academic)  
Executive Director, Education Services, Faculty of Health Sciences  
Controller, Financial Services  
University Registrar

**Student Members**

Graduate Student Representative – selected from applicants for a one-year term  
Full-time Undergraduate Student Representative – selected from applicants for a one-year term  
Part-time Undergraduate Student Representative – selected from applicants for a one-year term  
*\*Student positions are renewable once.*

**Consultants**

Director, Finance and Administration, Student Affairs  
Associate Registrar and Graduate Secretary, School of Graduate Studies  
Assistant Registrar, Government Aid Programs  
Manager, Accounts Receivable, Financial Affairs  
Two staff members from Financial Affairs (approved by the Committee annually)  
Two staff members from Institutional Research and Analysis (approved by the Committee annually)

The University Student Fees Committee shall:

- (i) recommend all revisions to tuition (undergraduate and graduate degree, diploma and certificate) and supplementary fees to the Budget Committee;
- (ii) establish deadlines for the submission of all proposed tuition and supplementary fees to the University Student Fees Committee;
- (iii) recommend policy guidelines to the Budget Committee that outline services and materials for which fees can be charged;
- (iv) recommend policy guidelines to the Budget Committee for charging fees for existing and new programs that are not funded through grants from the Ministry of Colleges and Universities;
- (v) ensure that all proposed changes to existing student fees and all proposed new fees are reasonable, conform to government regulations and have been approved through appropriate processes within the University; and

- (vi) ensure that proposed changes to student fees are feasible and do not involve undue complications to calculate and administer; where appropriate, determining the most “tax efficient” method for students who are being charged these fees.

*All meetings of this Committee are in Closed Session*

Board of Governors  
December 17, 2020

**(i) HUMAN RESOURCES COMMITTEE**

The Human Resources Committee shall be composed of the Chair, the Vice-Chair(s), the Chair of the Remunerations Committee of the Board and the Chair of the Planning and Resources Committee of the Board. A majority of the members of the Committee shall constitute a quorum.

The Committee shall:

1. Negotiate and approve the terms of the President’s contract of employment. A summary of the contractual terms shall be reported to the Board for information and prior to the relevant Board meeting a complete copy of the contract shall be made available through the office of the Secretary of the Board for Board members to review;
2. Evaluate, at least annually, the performance of the President;
3. Annually determine the remuneration of the President, including the payment of any bonuses or other awards. The Committee shall report the outcome of its deliberations, together with any agreed changes to the terms of the President’s contract, to the Board for information;
4. Review and approve the terms of the Vice-Presidents’ contracts of employment prior to appointment or renewal. A summary of the terms of such contracts shall be reported to the Board for information;
5. Annually review the President's assessment of the performance of the Vice-Presidents and approve any resultant recommendations regarding remuneration or the payment of any bonuses or other awards. Any such changes to remuneration or other contractual terms shall be reported to the Board for information;
6. Receive, at least annually, a report on the performance of assistant and associate vice-presidents, as well as other senior executives as requested by the Committee;

7. Review the contracts of employment of such other senior executive staff as the Committee shall determine or the Board shall request from time to time and report any concerns arising from such reviews to the Board.
8. Annually receive a report on succession planning at the senior executive level and assist the administration where appropriate;

The Committee shall be provided with such current, comprehensive market and comparative data regarding compensation and contractual terms as it shall require in order to undertake its work.

President's Performance Review Process:

The evaluation of the President's performance as specified in paragraph 2 above, shall include the following:

1. The Committee shall receive and review, annually, a written report from the President describing the President's progress against the specific goals and priorities approved by the Committee at the beginning of the assessment period. In addition to highlighting progress made against those goals, the report should also outline additional initiatives, matters and issues addressed during the assessment period, as well as any areas of concern, along with commentary on what will be done to address these going forward.
2. The Committee shall adopt a "Knowledgeable Other" process to assess the effectiveness of the President. Annually, the HR Committee and the President shall mutually agree on a reasonable number of Knowledgeable Others who have had exposure and are familiar with aspects of the President's work and priorities over the past year. The Board Chair shall seek input in writing from the Knowledgeable Others and shall consolidate the feedback (on an anonymous basis) into appropriate themes for sharing and discussion with the HR committee, and with the President.
3. Should the Committee determine in any particular assessment period that more comprehensive input on the President's performance from a broader group of stakeholders is needed, the HR Committee may establish an "HR Advisory Panel", whose members shall be decided in the sole discretion of the HR Committee. The HR Advisory Panel shall be provided with a "Terms of Reference" for gathering and consolidating input from specific stakeholders, potentially both internal and external to the University. The HR Advisory Panel shall compile a written report of its findings to be shared and discussed with the HR Committee, and with the President.

**(j) BOARD-SENATE RESEARCH MISCONDUCT HEARINGS  
PANEL**

The Board-Senate Research Misconduct Hearings Panel shall consist of eighteen tenured faculty members appointed by the Senate after consultation

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with the Faculty Association, three graduate and three undergraduate students appointed by the Senate, and twelve full-time staff members who have been employees of the University for at least two years appointed by the Board of Governors after consultation with the appropriate staff associations. Members of the Panel shall be appointed for staggered renewable three-year terms. The Chair and one Vice-Chair of the Panel shall be appointed by Senate from among the tenured faculty members; one Vice-Chair shall be appointed by the Board of Governors from among the staff members. In addition, the Chair of the Panel has the authority to appoint, on an ad hoc basis, faculty, staff and student who are not members of the Panel to serve on Hearings Committees as auxiliary Panel members. For meetings of the Panel that do not relate to a specific case, fifteen members of the Panel constitute a quorum.

The Board-Senate Research Misconduct Hearings Panel shall:

1. receive all cases of alleged research misconduct referred to it and arrange the adjudication of them in accordance with the procedures outlined in the Research Integrity Policy and approved by the Senate and the Board of Governors, and
2. when deemed appropriate, review the policy and procedures relating to academic ethics and allegations of research misconduct and make recommendations to the Senate and the Board of Governors on policy changes or new policies deemed necessary by the Panel. The hearing of any case referred to the Panel shall be conducted before a Hearings Committee, established according to the procedures outlined in the Research Integrity Policy.

The conduct of hearings before a Hearings Committee of the Board-Senate Research Misconduct Hearings Panel shall be in accordance with the procedures outlined in the Research Integrity Policy.

**(k) BOARD-SENATE HEARING PANEL FOR DISCRIMINATION, HARASSMENT AND SEXUAL VIOLENCE**

The Board-Senate Hearing Panel for Discrimination, Harassment and Sexual Violence shall consist of six faculty members, three undergraduate students and three graduate students appointed by the Senate; and six staff members appointed by the Board. The Chair and one Vice-Chair shall be appointed by the Senate from among the faculty members appointed by the Senate, and one Vice-Chair shall be appointed by the Board from among the members appointed by the Board. Student members shall serve for staggered two-year terms and faculty and staff members for staggered three-year terms. No member shall serve for more than two consecutive terms, but on the expiration of two years after having served the second of two consecutive terms, such person may again be eligible for membership on the Hearing Panel. In addition, the Chair of the Panel has the authority to appoint, on an ad hoc basis, faculty, staff and students who are not members of the Panel

to serve on Hearings Committees as auxiliary Panel members. For meetings of the Panel that do not relate to a specific case, ten members of the Panel constitute a quorum.

The Board-Senate Hearing Panel for Discrimination, Harassment and Sexual Violence shall:

1. receive all Referrals to Hearing/Formal Requests for a Hearing and arrange for their adjudication in accordance with the relevant procedures approved by the Senate and the Board, and
2. when deemed appropriate, review the policy and procedures relating to discrimination, harassment, and/or sexual violence and make recommendations, through the Senate Executive Committee, to the Senate and the Board on policy changes or new policies deemed necessary by the Panel.

The hearing of any case shall be before a Tribunal, consisting of three members of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence. These members shall be free of conflict of interest and shall be chosen by the Chair, or a Vice-Chair as appropriate, of the Hearing Panel in accordance with procedures approved by the Senate and the Board.

Hearings before a Tribunal of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence shall be conducted in accordance with the procedures approved by the Senate and the Board.

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| <b>Conflict of Interest</b>                            | 16. | At any meeting of the Board or of any committee of the Board, changes in remuneration of employees of the University shall be deemed not to be a proposed contract within the terms of Section 8, subsection 16 of the 1976 Act.  |
| <b>Board-Senate Committee to Recommend a President</b> | 17. | From time to time, as required, the Board shall appoint five of its members to a Board-Senate Committee to Recommend a President, one of whom shall be from those appointed under Section 8 (1) (d) of the 1976 Act, one member from those elected under Section 8 (1) (i), one member from those elected under Section 8 (1) (f), and two members shall be from among the persons elected or appointed under Sections 8 (1) (b), 8 (1) (c) or 8 (1) (j) of the 1976 Act. |

**BY-LAW NO. 2**

being a by-law relating to the elections to the Board.

**Election by the Board**

1.

- (1) The term of office of each of the members to be elected under Section 8 (1) (b) of the 1976 Act shall end on June 30th of the last year of the designated term for which the member was elected so that the terms of not more than four members shall expire in any one year;

- (2) The candidates for election under Section 8 (1) (b) of the 1976 Act shall be nominated by the Nominating Committee of the Board or by individual members of the Board, provided that nominations of candidates by individual members shall be filed with the Chair of the Nominating Committee not later than three weeks preceding the date of the election, and the consent of the nominee shall be secured before such nomination is filed;
- (3) The Board shall conduct its election at a regular meeting in June of each year, having notified its members at least two months prior to the date of the election. In the event that more candidates than are required are nominated, voting shall be by secret ballot, and the candidates receiving the greatest number of votes shall be declared elected;
- (4) When two or more candidates receive the same number of votes and are thus prevented from being declared elected, a new election shall be held, confined to such candidates, under similar conditions to elect one candidate.

Election by  
Teaching Staff

2.

- (1) The election of members by the teaching staff under Section 8 (1) (f) of the 1976 Act shall be held annually and completed by April 30th;
- (2) The terms of office of each member to be elected under Section 8 (1) (f) shall end on June 30th of the last year of the designated term for which the member was elected so that the terms of not more than two members shall expire in any one year;
- (3) A notice defining eligibility requirements shall be posted on the McMaster Daily News website [<http://dailynews.mcmaster.ca>] and on the University Secretariat's election website <https://secretariat.mcmaster.ca> throughout the nomination period;
- (4)
  - a) For seats on the Board of Governors, any member of the teaching staff may be nominated as a candidate for election provided the written consent of the nominee has been filed with the Secretary of the Board and the nomination paper has been signed by three members of the teaching staff;
  - b) Seats on the University Planning Committee are Faculty specific (one member from each Faculty). Teaching staff may be nominated as a candidate from their Faculty for election provided the written consent of the nominee has been filed with the Secretary of the Board and the nomination paper has been signed by three members of the teaching staff from the same Faculty as the candidate. The Dean of the Faculty shall review the nominations and make any additional nominations as deemed necessary to ensure an election. A separate election shall be held for each faculty seat and eligible voters will be from the relevant Faculty;

- (5) The nominations must be received by the Secretary of the Board not later than three weeks prior to the election. The Secretary of the Board shall, as soon as possible following the close of the election period, prepare a list of candidates whose eligibility has been validated by the Assistant Vice-President, Human Resources, such list to be posted on the McMaster Daily News website and on the University Secretariat's election website at least two weeks prior to the election;
- (6) Eligible voters may cast their votes via the link to the election software provided by the University Secretariat, such votes to be cast no later than April 30, the precise dates to be determined by the Secretary of the Board. Detailed instructions for the conduct of elections shall be posted on the University Secretariat election website.
- (7) The ballots shall be counted under the supervision of the Secretary of the Board. The candidate having the greatest number of votes using the transferable vote system shall be declared elected;
- (8) Where two or more candidates receive the same number of votes and are thus prevented from being declared elected, a new election shall be held, confined to such candidates, under similar conditions to elect one candidate.

**Election by  
Undergraduate  
Students**

3.

- (1) The nomination and election of a member by the undergraduate students under Section 8 (1) (g) of the 1976 Act, shall be conducted during the period January 15 – March 31 (primary election period). In the event that the undergraduate student position is vacant at the end of the first week of September, a secondary election shall be conducted and completed by October 31;
- (2) The term of a member to be elected under Section 8 (1) (g), during the primary election, shall commence on July 1 following the election, and the term of a member elected during the secondary election shall be deemed to have begun on the previous July 1;
- (3) Any undergraduate student whose registration has been recorded by the University Registrar as a student, as defined by the 1976 Act, is eligible to vote;
- (4) Any undergraduate student eligible to vote may be nominated as a candidate for election, provided written consent has been filed with the Secretary of the Board and the nomination paper has been signed by at least three undergraduate students eligible to vote;
- (5) At the beginning of the election period a notice defining eligibility requirements shall be posted on the McMaster Daily News website and on the University Secretariat election website;

- (6) Nominations must be received by the Secretary of the Board not later than the end of the first week of February (the end of the first week of October)\* in the year of election;
- (7) A list of eligible candidates whose status has been validated shall be posted, as soon as possible after the close of nominations, on the McMaster Daily News website and on the University Secretariat election website at least ten days prior to the election day(s). A copy of the campaign regulations (see Appendix I) will be provided to each candidate and posted on the University Secretariat election website;
- (8) Eligible voters may cast their votes via the link to the election software provided by the University Secretariat, such votes to be cast no later than March 31 (October 31)\*, the precise dates to be determined by the Secretary of the Board. Detailed instructions for the conduct of the election shall be posted on the University Secretariat election website;
- (9) The ballots shall be counted under the supervision of the Secretary of the Board. The candidate having the largest number of votes using the transferable vote system shall be declared elected;
- (10) Where two or more candidates receive the same number of votes and are thus prevented from being declared elected, a new election shall be held, confined to such candidates, under similar conditions to elect one candidate.

\* Secondary election

**Election by  
Graduate Students**

4.

- (1) The nomination and election of a member by the graduate students under Section 8 (1) (h) of the 1976 Act, shall be conducted during the period January 15 – March 31 (primary election period). In the event that the graduate student position is vacant at the end of the first week of September, a secondary election shall be conducted and completed by October 31;
- (2) The term of a member to be elected under Section 8 (1) (h) during the primary election shall commence on July 1 following the election, and the term of a member elected during the secondary election shall be deemed to have begun on the previous July 1;
- (3) Any graduate student, whose registration has been recorded by the University Registrar as a student, as defined by the 1976 Act, is eligible to vote and may be nominated as a candidate for election provided consent has been filed with the Secretary of the Board and the nomination paper has been signed by at least three graduate students eligible to vote;
- (4) At the beginning of the election period a notice defining eligibility requirements shall be posted on the McMaster Daily News website and the University Secretariat election website;

- (5) Nominations must be received by the Secretary of the Board not later than the end of the first week of February (the end of the first week of October)\* in the year of election;
- (6) A list of eligible candidates, whose status has been validated, shall be posted, as soon as possible after the close of nominations, on the McMaster Daily News website and the University Secretariat election website at least ten days prior to the election day(s). A copy of the campaign regulations (see Appendix I) will be provided to each candidate and posted on the University Secretariat election website;
- (7) Eligible Voters may cast their votes via the link to the election software provided by the University Secretariat, such votes be cast no later than March 31 (October 31)\*, the precise dates to be determined by the Secretary of the Board; Detailed instructions for the conduct of the election shall be posted on the University Secretariat election website.
- (8) The ballots shall be counted under the supervision of the Secretary of the Board. The candidate having the largest number of votes using the transferable vote system shall be declared elected;
- (9) Where two or more candidates receive the same number of votes and are thus prevented from being declared elected, a new election shall be held, confined to such candidates, under similar conditions to elect one candidate.

\* Secondary election

**Election by Non-Teaching Staff**

5.

- (1) The election of a member by the non-teaching staff under Section 8 (1) (i) of the 1976 Act shall be completed by April 30 in any year in which an election is held;
- (2) The term of a member to be elected under Section 8 (1) (i) shall end on June 30th of the last year of the designated term for which the member was elected so that the term of not more than one member shall expire in any one year;
- (3) Any member of the non-teaching staff who is eligible to vote may be nominated as a candidate for election provided written consent has been filed with the Secretary of the Board and the nomination paper has been signed by at least three members of the non-teaching staff eligible to vote;
- (4) A notice defining eligibility requirements shall be posted on the McMaster Daily News website and the University Secretariat's election website throughout the nomination period;
- (5) Nominations must be received by the Secretary of the Board not later than three weeks prior to the election. The Secretary of the Board shall, as soon as possible following the close of the nomination period, prepare a list of

candidates whose eligibility has been validated by the University's Assistant Vice-President, Human Resources, such list to be posted on the McMaster Daily News website and the University Secretariat election website at least two weeks prior to the election;

- (6) Eligible voters may cast their votes via the link to the election software provided by the University Secretariat, such votes to be cast no later than April 30, the precise dates to be determined by the Secretary of the Board of Governors. Detailed instructions for the conduct of the election shall be posted on the University Secretariat's election website.
- (7) The ballots shall be counted under the supervision of the Secretary of the Board. The required number of candidate(s) having the greatest numbers of votes using the transferable vote system shall be declared elected.
- (8) Where two or more candidates receive the same number of votes and are thus prevented from being declared elected, a new election shall be held, confined to such candidates, under similar conditions.

**Electoral  
Responsibilities of  
the Secretary**

6. The Secretary of the Board shall be responsible for determining dates and implementing procedures, as necessary, to give effect to the by-laws of the Board governing the elections of members of the Board by and from the teaching staff, the non-teaching staff, undergraduate and graduate students.

**Listing of  
Candidates**

7. When names of candidates are listed on any electoral documents, they shall be arranged in alphabetical order.

**Transferable Vote  
System**

8. Whenever the by-laws provide for the counting of ballots by the transferable vote system, the following procedure shall be adopted.

Ballots shall be marked only with numerals 1, 2, 3, 4, etc. entered opposite the names of candidates in order of preference. Voters may leave blanks opposite the names of candidates for whom they do not wish to vote.

- (1) To elect a single member,

**A - First Count**

- (i) The number of ballots shall be counted to determine how many votes will constitute a majority which is one more than one-half the total number of ballots;
- (ii) A candidate who receives a majority of first choice votes shall be declared elected;
- (iii) On the first count, if no candidate has received a majority of the first choice votes, the candidate with the fewest number of first choice votes shall be eliminated from the count and such ballots shall be redistributed according to the second choice votes marked upon them.

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**B - Second Count**

- (i) A candidate who receives a majority of first and second choice votes combined shall be declared elected;
- (ii) On the second count, if no candidate has received a majority of first choice and second choice votes combined, the ballots of the candidate with the next fewest number of votes shall be redistributed according to the next valid choice vote marked upon them. The "next valid choice vote" shall not include a candidate who has already been eliminated.

**C - Third Count**

- (i) A candidate who receives a majority of first, second and next valid choice votes combined shall be declared elected;
- (ii) On the third count if no candidate has received a majority of first, second and next valid choice votes combined, the above procedures shall be repeated as many times as necessary until one candidate has received a majority of votes.

- (2) To elect a second member:

The same procedure described in subsection 1 of this section shall be followed to elect a second member except that the candidate who has already received a majority of votes under subsection 1 of this section and has been declared elected shall not be included in the count. All ballots indicating the elected candidate as first choice shall be allotted to the candidate whom these ballots indicate as second choice. Whenever a vote in any ballot is for the elected candidate, the next valid choice vote shall be counted;

- (3) To elect a third member:

The same procedures described in subsection 1 and 2 of this section shall be followed, except that the two candidates elected shall not be included in the count. All ballots indicating the two elected candidates as choices shall be allotted to the candidate whom these ballots indicate as the next valid choice marked upon them;

- (4) To elect a fourth member:

The same procedures described in subsections 1, 2 and 3 of this section shall be followed except that the three candidates already elected shall not be included in the count.

Vacancy of an  
Elected Member

- 9. When a vacancy occurs on the Board and the vacancy is that of an elected member whose term has six months or less to run, the Board may decide by resolution to fill the vacancy and shall so inform the constituency involved. If the Board so decides, it shall, at its next regular meeting, on the recommendation of the

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Nominating Committee of the Board, appoint a member from the relevant constituency to hold office until the following June 30th.

When a vacancy on the Board is that of a member whose term has more than six months remaining in it and the member has been elected under Section 8 (1) (f), or 8 (1) (i) of the 1976 Act, a special election shall be held as soon as practicable to fill the vacancy for the period remaining. Except as to the date of such election, the election procedures shall be those established in the Board By-laws for a regular election.

**BY-LAW NO. 3**

being a by-law relating to the borrowing of money, the issuing of securities and the securing of liabilities.

1. The Board may from time to time:
  - (a) Borrow money upon the credit of the University in such amounts and upon such terms as the Board may deem expedient;
  - (b) Issue bonds, debentures, debenture stock or other securities of the University in such amounts and upon such terms and pledge or sell the same for such sums and at such prices as the Board may deem expedient;
  - (c) Mortgage, hypothecate, charge or pledge all or any of the real and personal property, undertaking and rights of the University to secure any such bonds, debentures, debenture stock or other securities or any money borrowed or any other liability of the University;
  - (d) Give indemnities to any member of the Board or other person who has undertaken or is about to undertake any liability on behalf of the University and secure any such member of the Board or other person against loss by giving the person by way of security a mortgage or charge upon the whole or any part of the real and personal property, undertaking and rights of the University;
  - (e) Delegate to such one or more of the officers and members of the Board as may be designated by the Board all or any of the powers conferred by the foregoing clauses of this By-law to such extent and in such manner as the Board shall determine at the time of each such delegation.
2. This by-law shall come into effect on the day it is enacted by the Board and, effective the same day, all previous by-laws inconsistent herewith are repealed.

**BY-LAW NO. 4**

being a by-law relating to banking arrangements.

1. The banking business of the University, or any part thereof, shall be transacted with such bank, trust company or other firm or corporation carrying on a banking

business as the Board may designate, appoint or authorise from time to time by resolution; and

2. All such banking business, or any part thereof, shall be transacted on the University's behalf by such one or more officers and/or other persons (with or without the power to sub-delegate) as the Board by resolution may designate, direct or authorise from time to time and to the extent therein provided, including, but without restricting the generality of the foregoing, the operation of the University's accounts; the making, signing, drawing, accepting, endorsing, negotiating, lodging, depositing or transferring of any cheques, promissory notes, drafts, acceptances, bills of exchange and order for the payment of money; the giving of receipts for and orders relating to any property of the University; the execution of any agreement relating to any such banking business and defining the rights and powers of the parties thereto; and the authorising of any officer of such banker to do any act or thing on the University's behalf to facilitate such banking business.
3. This by-law shall come into effect on the day it is enacted by the Board and, effective the same day, all previous by-laws inconsistent herewith are repealed.

**BY-LAW NO. 5**

being a by-law relating to the execution of instruments by the University.

1. Deeds, transfers, assignments, contracts and obligations on behalf of the University may be signed by the Officers of the University so designated in the Resolution Respecting the Execution of Instruments as found at Appendix E of these by-laws; and the Corporate Seal of the University shall be affixed to such instruments as require the same. Notwithstanding any provision to the contrary contained in the by-laws of the University, the Board may at any time and from time to time direct the manner in which and the person or persons by whom any particular deed, transfer, assignment, contract or obligation of the University or any class thereof may or shall be signed.
2. This by-law shall come into effect on July 1, 1989 and, effective the same day, all previous by-laws inconsistent herewith are repealed.

**BY-LAW NO. 6**

being a by-law respecting the indemnification of members of the Board.

1. Every member of the Board and their heirs, executors and administrators and other legal personal representatives shall, from time to time and at all times, be indemnified and saved harmless out of the funds or other assets of the University, from and against:
  - (a) All costs, charges and expenses whatsoever which such member sustains or incurs in or about any action, suit or proceeding which is brought, commenced

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or prosecuted against the member, for or in respect of any act, deed, matter or thing whatsoever made, done or permitted by the member, in or about the execution of the duties of the member's office or employment; and

- (b) All other costs, charges and expenses that a member sustains or incurs in or about or in relation to the affairs thereof;

except such costs, charges or expenses as are occasioned by the member's own wilful neglect or default.

- (2) This by-law shall come into effect on the day it is enacted by the Board and, effective the same day, all previous by-laws inconsistent herewith are repealed.

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**RESOLUTIONS OF THE BOARD OF GOVERNORS**

- Appendix A-1** Power Granted to the President to Appoint Persons to the Teaching Staff for a Stated Period of Time (See By-law No. 1, Section 4 (1)).
- Appendix A-2** Power Granted to the President to Make Administrative Appointments (See By-law No. 1, Section 4 (2)).
- Appendix A-3** Power Granted to the President to Suspend Members of the Teaching Staff (See By-law No. 1, Section 4 (3)).
- Appendix B** Banking Resolution.
- Appendix C** Safekeeping Resolution.
- Appendix D** Resolution for the Sale of Securities.
- Appendix E** Resolution Respecting the Execution of Instruments by McMaster University.
- Appendix F** Resolution Respecting Directions to the CIBC Mellon Global Securities Services Company by McMaster University.
- Appendix G** Borrowing Resolution.

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**Appendix A-1**

**RESOLUTION - POWER GRANTED TO THE PRESIDENT TO APPOINT PERSONS TO  
THE TEACHING STAFF FOR A STATED PERIOD OF TIME (SEE BY-LAW NO.1,  
SECTION 4 (1))**

The Board hereby resolves that the power of the Board to appoint persons to the teaching staff for a stated period of time shall be and the same is hereby delegated to the President, provided that such appointments are within the limits of the University's approved budget. The Board hereby repeals the delegation of a similar authority which it granted to the President at its meeting on March 30, 1971.

Board of Governors  
March 23, 1977

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**Appendix A-2**

**RESOLUTION - POWER GRANTED TO THE PRESIDENT TO MAKE  
ADMINISTRATIVE APPOINTMENTS (SEE BY-LAW NO. 1, SECTION 4 (2))**

The Board hereby accepts and approves the delegation of authority to appoint, promote, suspend or remove all officers, agents and employees of the University not identified in the preamble of Section 9 (b) or in Section 9 (b), Sub-sections (i), (ii), (iii) of the 1976 Act to the following officers of the University, within their respective areas of responsibility, as designated by the President, provided such alternative delegate is first approved in writing by the Board:

The Provost;  
The Vice-President (Operations and Finance);  
The Dean and Vice-President (Health Sciences)  
The Vice-President (Research );  
The Vice-President (University Advancement); or  
Assistant Vice-President, Human Resources

Letters of appointment and promotion, within the authority of the Assistant Vice-President, Human Resources, may be signed by the following officers of the University within their respective areas of responsibility but only where the proposed salary is below the control point:

Senior Manager, Human Resources Service Centre;  
Employee/Labour Relations Advisor;  
Administrator, Human Resources, Health Sciences;  
Human Resources Consultant;  
Human Resources Organizational Development Consultant, University Advancement.

Board of Governors  
March 3, 2011

**Appendix A-3**

**RESOLUTION - POWER GRANTED TO THE PRESIDENT TO SUSPEND MEMBERS OF  
THE TEACHING STAFF (SEE BY-LAW NO. 1, SECTION 4 (3))**

The Board hereby resolves that the power of the Board under Section 9(b) of the 1976 Act to suspend members of the teaching staff shall be and the same is hereby delegated to the President.

Board of Governors  
December 10, 1998

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**Appendix B**

**BANKING RESOLUTION**

**The Board hereby resolves:**

1. 1. THAT the banking business of the University, or any part thereof, may be transacted with any one or more of the banks or other corporations (hereinafter referred to as "institutions") named in Schedule 1 hereto.
2. THAT all such banking business may be transacted on the University's behalf by the Planning and Resources Committee of the Board.
3. THAT the Planning and Resources Committee further delegate to any officer holding the position and having the title listed in Schedule 2 authority to transact any part or parts of such banking business on behalf of the University, subject to the limitations of such authority as may be imposed in such instructions.
4. THAT in this resolution the expression "banking business" includes, without limitation, the operation of the University's accounts; the making, signing, drawing, accepting, endorsing, negotiating, lodging, depositing or transferring of any cheques, promissory notes, drafts, acceptances, bills of exchange and orders for the payment of money; the giving of receipts for and orders relating to any property of the University; the execution of any agreement relating to any such banking business and defining the rights and powers of the parties thereto; and the authorizing of any officer of such institution to do any act or thing on the University's behalf to facilitate such banking business.
5. THAT this resolution and any instructions given pursuant to paragraph 3 hereof to any institution shall remain in force until written notice to the contrary shall have been given to such institution.
6. THAT this resolution shall, from the time of its communication to any institution, supersede any previous resolutions and instructions respecting the transaction of banking business between the University and such institutions.

**Schedule 1: McMASTER UNIVERSITY BANKS**

Canadian Imperial Bank of Commerce  
Bank of Montreal  
National Bank of Canada  
Bank of Nova Scotia  
Royal Bank of Canada  
TD Canada Trust

Board of Governors  
April 18, 2019

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## **Schedule 2: McMASTER UNIVERSITY AUTHORIZED BANK SIGNERS**

The primary currencies used by the University are the Canadian dollar and U.S. dollar. For the purposes of amounts noted in Schedule 2, limits are applicable to either currency.

- (1) With respect to bank accounts held at institutions noted in Schedule 1 above:
  - (a) Cheques up to \$100,000.00 require any one of the following signatures:
    - ▶ President and Vice- Chancellor
    - ▶ Vice-President (Operations and Finance)
    - ▶ Associate Vice-President (Students and Learning) and Dean of Students
    - ▶ Assistant Vice-President (Administration) and CFO
    - ▶ Assistant Vice-President and Chief Human Resources Officer (payroll account(s) only)
    - ▶ Controller
    - ▶ Treasurer
    - ▶ Senior Manager, Accounting & Financial Reporting
    - ▶ Manager, Financial Reporting
    - ▶ Manager, Financial Affairs Business Office
    - ▶ Senior Investment Accounting Analyst
    - ▶ Senior Investment Analyst
    - ▶ Senior Accountant
    - ▶ Director, HR Strategic Partnerships and Initiatives (Payroll Account(s) only)
    - ▶ Senior Analyst Reporting and Control (Payroll account(s) only)
  - (b) Cheques over \$100,000.00 require any two of the signatures in (a).
  - (c) The following facsimile signatures are acceptable on cheques drawn on any account, however, when a second signature is required by virtue of the amount being over \$100,000.00, the second signature must be any one of the signatures in (a) applied manually:
    - ▶ President and Vice Chancellor
    - ▶ Vice-President (Operations and Finance)
  - (d) All electronic payment services, such as Wires, EFTs, Bill payments and Government Payments require electronic approvals as follows:
    - (i) System generated batch payments up to \$12,000,000.00 require electronic approval from any one of the positions listed in (a) above; over \$12,000,000.00 require electronic approval from any two of the positions listed in (a) above.
    - (ii) All other payments up to \$100,000.00 require electronic approval from any one of the positions listed in (a) above; over \$100,000.00 require electronic approval from any two of the positions listed in (a) above.

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- (e) All bank transfers between bank accounts held by McMaster require any one of the following signatures or electronic approvals:
- ▶ President and Vice-Chancellor
  - ▶ Vice-President (Operations and Finance)
  - ▶ Assistant Vice-President (Administration) and CFO
  - ▶ Controller
  - ▶ Treasurer
  - ▶ Senior Manager, Accounting & Financial Reporting
  - ▶ Manager, Financial Reporting
  - ▶ Manager, Financial Affairs Business Office
  - ▶ Senior Investment Accounting Analyst
  - ▶ Senior Investment Analyst
  - ▶ Senior Accountant
  - ▶ Investment Operations Analyst
  - ▶ Financial Analyst – Trust Funds
  - ▶ Director, HR Strategic Partnerships and Initiatives (Payroll Account(s) only)
  - ▶ Senior Manager, Payroll Services, Tax and Data Compliance (Payroll Account(s) only)
  - ▶ Senior Analyst Reporting and Control (Payroll account(s) only)

(2) Foreign electronic payments:

(a) Up to \$100,000.00 require any one of the following signatures and/or electronic approvals:

- ▶ President and Vice-Chancellor
- ▶ Vice-President (Operations and Finance)
- ▶ Assistant Vice-President (Administration) and CFO
- ▶ Controller
- ▶ Treasurer
- ▶ Senior Manager, Accounting & Financial Reporting
- ▶ Manager, Financial Reporting
- ▶ Senior Investment Accounting Analyst
- ▶ Senior Investment Analyst
- ▶ Senior Accountant

(b) Over \$100,000.00 require any two of the signatures or electronic approvals in (a).

Board of Governors  
December 17, 2020

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## Appendix C

### SAFEKEEPING RESOLUTION

#### The Board hereby resolves:

1. THAT the CIBC Mellon Global Securities Services Company (and certain of its Affiliates) be and it is hereby authorized on behalf of McMaster University:
  - (a) to receive for safekeeping such property including such securities as may from time to time be delivered for such purpose to any office, branch or agency of the Bank;
  - (b) to cause any such securities which are capable of registration to be registered in the name of the University, or, when instructed, in the name of the Bank's nominee;
  - (c) to hold, deliver, sell, exchange or otherwise dispose of or deal with any or all such property including such securities pursuant to such written instructions as may be given from time to time by or on behalf of the University to the Bank by any two of the Chair of the Board of Governors, the Vice-Chair(s) of the Board of Governors, the Chair of the Planning and Resources Committee of the Board of Governors, the President, the Vice-President (Operations and Finance), the Assistant Vice-President (Administration), the Controller, the Executive Director, Strategic Projects Financial Affairs, Treasurer or one of the aforementioned together with the Senior Investment Accounting Analyst or Senior Investment Analyst are hereby authorized to give the said Bank instructions from time to time as aforesaid;
  - (d) notwithstanding the foregoing, any delivery to this University of any such property including such securities shall be made only to and against the written receipt of any two of the Chair of the Board of Governors, the Vice-Chair(s) of the said Board of Governors, the Chair of the Planning and Resources Committee of the said Board of Governors, the President, the Vice-President (Operations and Finance);
  - (e) to transfer any such property including any such securities to another office, branch or agency of the Bank than the office, branch or agency of the Bank to which or to whom such property was originally delivered, but the Bank shall immediately notify the Assistant Vice-President (Administration) of the University in writing of any such transfer;
  - (f) to detach on maturity the coupons, if any, from the securities and to complete as agent of the University any ownership certificates in connection therewith and to surrender any securities against receipt of moneys payable at maturity or upon redemption thereof; but the Bank is not obliged to examine lists of drawn and redeemed bonds or notices relating to coupons or dividends or to advise the undersigned of the expiry of rights or warrants in connection with the securities;

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- (g) to obtain and receive payment of any moneys, whether on account of principal or revenues, in respect of any such securities, and to place the moneys so received in respect of the securities or any rights pertaining thereto to the credit of the University at the Westdale Hamilton Branch of the Bank, Deposit Account or to deal with such moneys in accordance with the written instructions of any two of the persons mentioned in paragraph (c).
2. The University agrees that the responsibility of the Bank in respect of any or all such property including such securities and proceeds shall be to exercise such due and proper care with respect to such property including such securities and proceeds as if such property including such securities and proceeds were the property of the Bank.
3. The University undertakes to pay to the Bank the agreed safekeeping charges for its services hereunder which the Bank is hereby authorized to debit to any account of the University with the Bank.
4. This resolution shall take effect on the 18<sup>th</sup> day of April, 2019 and from that date shall supersede a resolution passed by the Board of Governors of the University on the 8<sup>th</sup> day of June, 2017 and shall remain in force and effect as regards each office, branch or agency of the Bank having in its custody any of such property including such securities of the University until notice in writing abrogating or modifying this agreement is received by such office, branch or agency of the Bank.

**The Board further resolves:**

That McMaster University may enter into a Safekeeping Agreement with the CIBC Mellon Global Securities Services Company (and certain of its Affiliates), in accordance with the provisions of the foregoing resolution.

Board of Governors  
April 18, 2019

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**Appendix D**

**RESOLUTION FOR THE SALE OF SECURITIES**

**The Board hereby resolves:**

1. THAT any two of the Chair of the Board of Governors, the Vice-Chair(s) of the Board of Governors, the Chair of the Planning and Resources Committee of the Board of Governors, the President, the Vice-President (Operations and Finance), the Assistant Vice-President (Administration), the Controller, the Executive Director, Strategic Projects Financial Affairs, Treasurer or one of the aforementioned together with the Senior Investment Accounting Analyst or the Senior Investment Analyst of this University be, and they hereby are, fully authorized and empowered to transfer, convert, endorse, sell, assign, set over and deliver any and all shares of stock, bonds, debentures, notes, subscription warrants, stock purchase warrants, evidence of indebtedness, or other securities now or hereafter standing in the name of or owned by this University, and to make, execute and deliver, under the corporate seal of this University or otherwise, any and all written instruments of assignment and transfer necessary or proper to effectuate the authority hereby conferred.

2. AND FURTHER that there shall be annexed to any instrument of assignment and transfer, executed pursuant to and in accordance with the foregoing resolution, a certificate of the Secretary of the Board, Vice-President (Operations and Finance) or Assistant Vice-President (Administration) of this University in office at the date of such certificate, and such certificate shall set forth these resolutions and shall state these resolutions are in full force and effect, and shall also set forth the names of the persons who are then officers of this University, then all persons to whom such instrument with the annexed certificate shall thereafter come shall be entitled without further inquiry or investigation and regardless of the date of such certificate to assume and to act in reliance upon the assumption that the shares of stock or other securities named in such instrument were theretofore duly and properly transferred, endorsed, sold, assigned, set over and delivered by this University, and that with respect to such securities the authority of these resolutions and of such officers is still in full force and effect.

Board of Governors  
June 6, 2019

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## Appendix E

### RESOLUTION RESPECTING THE EXECUTION OF INSTRUMENTS BY McMASTER UNIVERSITY

#### I JURISDICTION AND PURPOSE

1. The 1976 Act, Section 9, vests in the Board the government, conduct, management, and control of the University and of its property, revenues, business and affairs. In Board By-law No. 5, the Board has authorized officers of the University to sign deeds, transfers, assignments, contracts and obligations on behalf of the University.
2. The purpose of this resolution is to designate clearly which persons are authorized to sign deeds, transfers, assignments, contracts, obligations, agreements or documents on behalf of the University when such documents have been approved by the appropriate body or official of the University. These include all documents related to the University receiving money, to the purchase or lease of goods and services and to agreements having no financial commitment.
3. All dollar amounts cited in this document are exclusive of duties, taxes and shipping charges. Contracts that span over a period of greater than one (1) year should not be broken down into annual amounts when assessing the appropriate level of contract execution.
4. This resolution shall not apply to the signing on behalf of the University of the certificates and other academic documents arising from the actions of the Senate in accordance with the 1976 Act, Section 13.

#### II RESPONSIBILITIES AND CONFLICT OF INTEREST

1. Persons with signing authority have the responsibility to exercise their authority in the manner of a prudent University administrator. Where the commitment involves Real Estate, the Vice-President (Operations and Finance) shall review the documents. Depending upon the nature and complexity of the agreement to be signed, the responsibility of persons with signing authority shall include an assessment of some or all of the following:
  - a) the ability of the University to meet any financial obligations resulting from the agreement;
  - b) the ability of the other party(ies) to meet its (their) obligations;
  - c) compliance with labour legislation, employee collective agreements, sponsor guidelines, tax legislation, other legislative and regulatory requirements, and applicable University policies;
  - d) whether all approvals required by any applicable policy or practice have been obtained for the contract;
  - e) whether terms and conditions of the contract should be reviewed by Strategic Procurement;
  - f) in association with the Vice-President (Operations and Finance), whether legal advice is needed;
  - g) the financial and other benefits that are expected to flow to the University as a result of the contract;

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- h) whether the overhead rate, if any, included in the contract is consistent with University guidelines;
  - i) the provisions regarding intellectual property requirements, physical, bodily injury and personal injury indemnities, and environmental liabilities.
2. Persons designated or appointed under this resolution shall not exercise their signing authority in circumstances where conflicts of interest exist or could be seen to exist; in addition, such persons shall inform their immediate supervisor when such circumstances exist. [Persons designated or appointed under this resolution are referred to “Conflict of Interest Policy for Employees” (2012), the “Statement on Conflict of Interest in Research” (2009) and “Statement of Ethics for Senior Executive Officers” (1990).]
3. One of the original signed contracts (if retained by the University) must be deposited with the Vice-President (Operations and Finance) or be maintained in a location approved by the Vice-President (Operations and Finance).
4. Vice Presidents must ensure a register of contractual documents pertaining to their portfolio is maintained, excluding documents for the purchase of goods and services which are maintained by Strategic Procurement.

That register is to include:

- a) a list of contractual documents signed by the appropriate individuals and the corresponding execution date;
- b) the name of any other party or parties signing the documents and their respective execution dates;
- c) a brief description of the subject matter contained in the documents;
- d) the effective start and termination date and the actual or estimated amount of each contractual obligation.

### **III RESOLUTION**

#### **The Board hereby resolves:**

1. That each of the following University officers be and is hereby authorized, where required, to affix the corporate name and seal of the University on all deeds, transfers, assignments, contracts, obligations or documents on behalf of the University, provided that the agreement has been signed in accordance with the provisions of this policy: the Chair of the Board, the Vice-Chair(s) of the Board, the Chair of the Planning and Resources Committee, the Secretary of the Board, the President, the Provost, the Vice-President (Operations and Finance), the Dean and Vice-President (Health Sciences), the Vice-President (Research ) and the Vice-President (University Advancement).
2. Notwithstanding provisions found elsewhere in this resolution, any contract or agreement to which the corporate seal is to be affixed must include the signature of an officer authorized by the Board of Governors to affix to seal.

3. The personnel authorized to execute contracts and agreements relating to the operation and development of the University and to bind the University to the terms thereof shall depend on the dollar amount of such contracts and agreements, the subject matter of such contracts and agreements as set out below and whether or not the University is receiving or paying out money under the contract or agreement. For agreements that span over a period of greater than one (1) year, dollar amounts, including annual maintenance fees, should be aggregated across all years and should not be broken down into per annum amounts when assessing the proper authorisation required.

**Authority Matrices**

**Contracts**

Signing authority for contracts and agreements above \$100,000, and to bind the University to the terms thereof, must be executed by a minimum of two approvers from the charts below, one of whom must be from the highest level.

No contract over \$10,000 for the purchase of goods or services may be released until approved through the University’s enterprise electronic system using the charts below.

Where a purchase represents a renewal the thresholds below apply to the total cost of the previous term(s) and new term.

Purchase requisitions related to the purchase or lease by the University of Goods and Services and/or Real Estate will be approved in the electronic system by the authorities given in the charts below.

**A.1 All Funds: excluding the Research Fund (see A.2) and Capital Fund (see A.3 and A.4)**

	Department and/or Project Holder  (Account Holder)	Only for Technology –Chief Technology Officer  (Hardware or software related goods or services)	One of area: AVP^, Dean, VP	Following Planning and Resources Committee Approval:  One of: AVP(Administration) and Chief Financial Officer, VP(Operations and Finance), Provost, President	Following Board of Governors Approval: One of:  VP(Operations and Finance), Provost, President, Board Secretary, Board Chair
< \$100,000	X				
\$100,000 up to \$1,999,999	X	X	X		
\$2,000,000 up to \$9,999,999	X	X		X	
Over \$10,000,000	X	X			X
			Additional Signature must be at least one level up from 1 <sup>st</sup>	The individual approving signs to confirm Board/Committee approval.	

AVP^ signing officers include: Assistant Vice-President, Associate Vice-President, Vice-Provost, Registrar, University Librarian, Treasurer, Director of Faculty Administration, Director of Research Finance Administration, Associate Dean of Education Services (Faculty of Health Sciences), and Controller.

**A.2 Research Fund**

	<b>Project Holder (Account Holder)</b>	<b>Secondary Research Office (Central/FHS-HRS)</b>	<b>Only for Technology – Chief Technology Officer (Hardware or software related goods or services)</b>	<b>One of: AVP*, VP</b>	<b>Following Planning and Resources Committee Approval: One of: AVP(Administration) and Chief Financial Officer, Area VP, VP(Operations and Finance), Provost, President</b>	<b>Following Board of Governors Approval:  One of: VP(Operations and Finance), Provost, President, Board Secretary, Board Chair</b>
<b>&lt; \$100,000</b>	X	X				
<b>\$100,000 up to \$1,999,999</b>	X	X	X	X		
<b>\$2,000,000 up to \$9,999,999</b>	X	X	X		X	
<b>Over \$10,000,000</b>	X	X	X			X
				Additional Signature must be at least one level up from 1 <sup>st</sup>		
				The individual approving signs to confirm Board/Committee approval.		

AVP\*^ signing officers include: Associate Vice-President (Research), Assistant Vice-President, Research Administration, Associate Dean, Health Sciences (Research), Director of Research Finance Administration, Assistant Vice-President (Faculty of Health Sciences), and Assistant Dean, Research Infrastructure.

**A.3 Capital Fund (*Project Approval*)**

	One of, Director of Design and Construction, Director of Maintenance	AVP (Facilities Services) or Director, Design and Construction	VP (Operations and Finance) or AVP (Administration) and Chief Financial Officer	Following Planning and Resources Committee Approval:  One of: AVP(Administration) and Chief Financial Officer, VP (Operations and Finance) Provost, or President.	Following Board of Governors Approval:  One of: Provost, President, Board Secretary, Board Chair
< \$100,000	X				
\$100,000 up to \$499,999	X	X			
\$500,000 up to \$1,999,999	X	X	X		
\$2,000,000 up to \$9,999,999	X	X		X	
Over \$10,000,000	X	X			X
Cumulative cost overruns exceeding the lesser of (i) 25% of the original approved overall project budget, or (ii) \$500,000, require re-approval by the highest original approver. *		Additional Signature must be at least one level up from 1 <sup>st</sup>		The individual approving signs to confirm Board/Committee approval.	
*N.B. If cost overruns result in a total revised value that coincides with a higher approval threshold, then the approval of the higher level approver must also be obtained. *Cost overruns on Board or Planning and Resources Committee approved projects will be reported to the Planning and Resources Committee at its next meeting.					

**A.4 Capital Fund (Award of Purchase Orders/Contracts) including Professional Consultants\***

	One of, Director of Design and Construction, or, Director of Maintenance	AVP (Facilities Services) or Director, Design and Construction	VP (Operations and Finance) or AVP (Administration) and Chief Financial Officer	Following Planning and Resources Committee Approval:  One of: AVP(Administration) and Chief Financial Officer, (VP Operations and Finance) Provost, or President.	Following Board of Governors Approval:  One of: Provost, President, Board Secretary, Board Chair
< \$100,000	X				
\$100,000 up to \$499,999	X	X			
\$500,000 up to \$1,999,999	X	X	X		
\$2,000,000 up to \$9,999,999	X	X		X	
Over \$10,000,000	X	X			X
<p>Change Orders to existing Contracts/Purchase Orders which do not increase the approved Overall Project Budget require approval in accordance with the thresholds and roles noted above.</p> <p>If change orders, alone or cumulatively, result in an increase to the overall project budget, approval for the increased overall project budget must be sought subject to cost overrun approval limits.</p> <p>* Includes Architects, Engineers, Design Consultants and Construction Managers.</p>					

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**In no case may a signing officer sign as first approver and highest approver. The minimum two signatures must be different individuals.**

All purchases of goods and services and leases must be executed using the duly authorized processes developed and supported by the Department of Strategic Procurement.

All Investments must be executed by the Treasurer, using the duly authorized processes of the appropriate committees of the Board of Governors.

**B. Human Resources**

1. Employment related contracts will follow collective agreement provisions as ratified by the Board of Governors, or defined salary policies or guidelines, such as the applicable policies governing compensation discussions for members of the McMaster University Faculty Association, and the terms of reference of the Human Resources Committee of the Board of Governors.
2. This policy does not restrict remittance to the Receiver General as required by law for Payroll. This includes remittances such as Canada Pension Plan, Employment Insurance premiums, Income Tax, Employer Health Tax or other contributions as may be required by Federal or Provincial legislation.
3. This policy does not restrict remittance for monthly or quarterly payments to approved employee benefit and insurance providers (such as Health, Dental, Group RRSP, Group Life Insurance, Pension, Post-Retirement benefits, and liability insurance plans) for delivery of contracted services. Approval of benefit, benefit administration, and insurance contracts awarded through the Request for Proposal process will follow the charts in this policy.

**C. For All Non-Competitive Consulting Services (as defined by the Broader Public Sector Procurement Directive)**

- i. Up to \$999,999

Shall be executed by the Approvers identified in the appropriate chart in Section A above and the President,

- ii. \$1,000,000 and Over

Shall be executed by the approvers identified in the appropriate chart in Section A above after approval has been given by the Board of Governors or by its Executive and Governance Committee.

**D. For All Agreements where the University is Receiving Donations, Bequests or Gifts (see Gift Acceptance Policy (2011))**

- i. Over \$1,000,000,

Shall be executed by the President and the Vice-President, University Advancement.

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- ii. Less than \$1,000,000,  
Shall be executed by the Vice-President, University Advancement.
- iii. Acceptance of any gift that involves a proposal to name is conditional upon final approval of the naming by the Board of Governors.

**E. For All other Agreements, not involving Research and Intellectual Property, where the University is Receiving Money, or where the Agreement Does Not Deal with the Payment by Either Party of Money**

- i. Where the agreement does not deal with the payment by either party of money  
Shall be executed by two (2) of the officers as identified in the charts in Section A, one of whom must be an identified Dean, AVP^ or Vice President of the University, and the second must be a Vice-President or the President.
- ii. Amounts up to \$2,000,000  
Shall be executed in accordance with the signing authorities identified in the charts in Section A.
- iii. Over \$2,000,000 and less than \$10,000,000  
Shall be executed by one of the officers identified in the charts in Section A, after approval has been given by the Planning and Resources Committee of the Board of Governors.
- iv. \$10,000,000 and over  
Shall be executed by one (1) of the officers designated in section III.1, after approval has been given by the Board of Governors or by its Executive and Governance Committee.

**F. Research And Intellectual Property: For All Agreements, Involving Research And Intellectual Property, Or Resulting From A Peer Or Merit Review Process Where**

- **The University Is Receiving Money;**
- **The University Is Transferring Funds To A Collaborating Partner Institution; or**
- **The Agreement Does Not Deal With The Payment By Either Party Of Money**

- i. Under \$2,000,000, including where the agreement does not deal with the payment by either party of money

only one signature is required, from the chart F.1. below.

- ii. \$2,000,000 and over

In the case of agreements involving research funding that result from a peer or merit review process, authority is delegated to two (2) of the officers designated in section III.1.

In the case of where receipt of research funds requires the expenditure of incremental McMaster cash specific to the proposed research, approval for this incremental cash contribution will follow the charts in Section A.

F.1.

	One of AVP <sup>^</sup> , VP	Two (2) of the signing officers designated in Section III.1
Under \$2,000,000	X	
\$2,000,000 and over		X

AVP<sup>^</sup> signing officers include: Executive Director of the McMaster Industry Liaison Office, Associate Vice-President (Research), Associate Dean Health Sciences (Research), Director, Health Research Services, Director, Research Office for Administration, Development and Support, and Assistant Vice-President, Research Administration.

#### IV COMMENCEMENT

1. This resolution shall take effect on 18<sup>th</sup> day of April, 2019 and from that date shall supersede a Board of Governors' resolution that took effect on the 7<sup>th</sup> day of June, 2018.

#### Related Policies

##### Strategic Procurement

<http://www.mcmaster.ca/bms/policy/purchase/SP-01.pdf>

##### Internal Audit Department Policy Statement

<https://secretariat.mcmaster.ca/app/uploads/2019/06/Internal-Audit-Department-Policy-Statement.pdf>

##### Construction And Maintenance Projects Policy

<https://secretariat.mcmaster.ca/app/uploads/Approval-Authorities-for-Construction-and-Maintenance-Projects.pdf>

##### Statement of Ethics for Senior Executive Officers

<https://secretariat.mcmaster.ca/app/uploads/2019/06/Ethics-Statement-for-Senior-Executives.pdf>

##### Statement on Conflict of Interest in Research

<http://www.mcmaster.ca/policy/faculty/Research/StatementOnConflictOfInterestInResearch.pdf>

##### Conflict of Interest Policy for Employees

[https://secretariat.mcmaster.ca/app/uploads/Conflict\\_of\\_Interest\\_Policy.pdf](https://secretariat.mcmaster.ca/app/uploads/Conflict_of_Interest_Policy.pdf)

##### Gift Acceptance Policy

<https://secretariat.mcmaster.ca/app/uploads/2019/06/Gift-Acceptance-Policy.pdf>

##### Intellectual Property Policy

<http://milo.mcmaster.ca/policies/ip-policy>

##### Board of Governors Meeting Dates

<http://www.mcmaster.ca/univsec/bog/schedules.cfm>

Board of Governors  
December 12, 2019

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**Appendix F**

**RESOLUTION RESPECTING DIRECTIONS TO  
THE CIBC MELLON GLOBAL SECURITIES SERVICES COMPANY  
BY McMASTER UNIVERSITY**

**The Board hereby resolves:**

1. a) THAT directions or approvals given by the University under or pursuant to Section 4 of the Master Trust Agreement between McMaster University and CIBC Mellon Trust Company dated July 1, 2000, the Participating Trust Agreement for the Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College dated July 1, 2000, the Participating Trust Agreement for the Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College 2000 dated July 1, 2000 and the Trust and Custodial Services Agreement for the Contributory Pension Plan for Hourly-rated Employees dated June 30, 1999; and
- b) THAT directions or approvals given by the University under or pursuant to Section 4 of the Custodial Services Agreements between McMaster University and the CIBC Mellon Global Securities Services Company (and certain of its Affiliates) dated June 30, 1999 for the Investment Pool, which includes the General Trust and Endowment Funds and certain other restricted funds

shall be given on behalf of the University by any two of the President, the Vice-President (Operations and Finance), the Assistant Vice-President (Administration), the Controller, the Executive Director, Strategic Projects Financial Affairs, the Treasurer or one of the aforementioned together with one of the Assistant Vice-President and Chief Human Resources Office, Director, HR Services and Systems, Senior Manager, HR Projects, Analytics and Payroll, Senior Manager, Total Rewards, , the Senior Investment Accounting Analyst or the Senior Investment Analyst.

2. THAT this resolution shall take effect on the 18<sup>th</sup> day of April, 2019.

Board of Governors  
June 6, 2019

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**Appendix G**

**BORROWING RESOLUTION**

**The Board hereby resolves:**

1. THAT the powers contained in clause 1 (a) of By-Law Number 3 being a by-law respecting the borrowing of money, the issuing of securities and the securing of liabilities by the University, be and they are hereby delegated to any two of the Chair of the Board, the Vice-Chair(s) of the Board, the Chair of the Planning and Resources Committee, the President, the Vice-President (Operations and Finance), the Assistant Vice-President (Administration), the Controller, the Executive Director, Strategic Projects Financial Affairs, the Treasurer for amounts up to \$100,000. For amounts in excess of \$100,000 these same powers are delegated to any two of the Chair of the Board, the Vice-Chair(s) of the Board, the Chair of the Planning and Resources Committee; or one of the aforementioned together with one of the President or the Vice-President (Operations and Finance).
  
2. THAT this resolution shall take effect on the 18<sup>th</sup> day of April, 2019 and from that date shall supersede a resolution passed by the Board of Governors on the 1<sup>st</sup> day of July, 2017.

Board of Governors  
June 6, 2019

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## Appendix H

### STATEMENT OF EXPECTATIONS FOR MEMBERS OF THE MCMASTER UNIVERSITY BOARD OF GOVERNORS

The Board of Governors of McMaster University (the “Board”) has three different types of members: those appointed or elected in conformance with the McMaster University Act (the “Act”); those whose office at the University results in *ex officio* membership, again in conformance with the Act; and Honorary Governors who have been designated as such by the Board of Governors. Members appointed or elected in conformance with the Act have full rights of membership including the right to attend and participate in meetings of the Board, and to vote. The Board has also designated, through its By-laws, a fourth type of participant called “Observers”. Observers and Honorary Governors may attend and participate in Board meetings, as regulated by the Board’s By-laws, but may not vote.

Inherent in the acceptance of membership in the Board of Governors is a commitment to perform the duties of Governor personally, to the best of one’s ability, and in the best interest of the University. The purpose of this Statement of Expectations is to assist those undertaking membership in the Board to understand that commitment and the expectations of the University.

Members of the Board of Governors owe a fiduciary duty to McMaster University and are charged with acting with care in the exercise of their powers. The duty of a Board member is to act honestly, in good faith, and in the best interest of the University rather than in the interest of any advocacy or interest group or other organization including a group or organization that may have appointed or elected them to the Board. The duty of care requires Board members to exercise an appropriate standard of care in the performance of their Board responsibilities.

#### **The University’s Board of Governors has the following expectations of its Members in respect of their fiduciary duty and duty of care:**

1. Attend meetings and play a full and active role in the work of the Board. Prepare for meetings, seeking clarification of pending issues and any additional information required to enable informed decision making. Members of the administration are fully available for consultation with members of the Board through the office of the University Secretary.
2. To act in their capacity as Governor in good faith and in the best interests of the University. In relation to matters concerning the business and affairs of the University which come before the Board, to place the interests of the University paramount to the interests of any other group or organization of which they may be a member or that they may represent. This includes exercising care, diligence, and skill in the exercise of these responsibilities.
3. Become acquainted with the University’s operations, including the transaction of business, University policies, and the routine delegation of tasks.
4. While acting as Governor, remain knowledgeable and respectful of the University’s governance process, including relevant by-laws and legislation.

- 
5. Maintain the confidentiality of information provided in confidence, understanding the responsibility not to disclose information without proper authority. This duty continues to apply after the completion of service on the Board.
  6. As fiduciaries, members of the Board of Governors have an obligation to challenge and to confirm the merit of the recommendations and information presented to the Board, including requesting that options be presented and that salient points be pointed-out by officers and management of the University. Members are expected to express their views fully and candidly during Board discussions, but they should respect the principle of collective decision-making and corporate responsibility, accepting that a decision once made reflects the will of the Board. Members speaking other than during a Board discussion should ensure that they are not perceived to be speaking on behalf of the Board or the University. The Chair of the Board is its official spokesperson.
  7. Be transparent regarding any conflict, or the possible appearance of conflict, between Board duties and private interests, financial or otherwise. If a conflict or potential conflict arises, a member must declare any private interests relating to their Board duties and promptly take steps to resolve any conflicts arising in a way that protects the interests of the University. A member who is in any way interested in a proposed contract with the University must also comply with Article 8 Paragraph 16 of the Act. In instances where a member is uncertain about a possible conflict of interest, the member has a duty to seek advice from the Chair of the Board, President, or University Secretary. In this context, members must refrain from using confidential information gained in the course of Board service for personal gain or for political purpose.
  8. Refrain from using, or attempting to use, the opportunity of Board service inappropriately to promote personal interests or those of any connected person, firm, business or other organization.
  9. Bring personal expertise to bear on related University business before the Board. A Governor who possesses specific expertise is expected to use it in the interests of the University.
  10. Remain reasonably knowledgeable about developments surrounding post-secondary education in the province.

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## Appendix I

### REGULATIONS GOVERNING STUDENT ELECTIONS TO THE BOARD OF GOVERNORS

All candidates are responsible for the conduct of their campaigns, including the actions of others who are campaigning for them. It is the responsibility of all candidates to follow the campaign rules.

#### Campaign Rules

1. Campaigning may start once the candidate receives their letter of validation confirming that their nomination has been approved by the Secretary of the Board of Governors.
2. All campaign activities are subject to official University regulations and policies (By-laws, Codes of Conduct, etc.), as well as the laws of the land.
3. Any campaigning that is slanderous or libelous is prohibited.
4. Any use of social media, such as Facebook or Twitter, must be in good taste and adhere to all Codes of Conduct.
5. Spamming of public forums or University e-mail distribution lists is forbidden.
6. All campaigning must end at 11:59 p.m. the night prior to the start of the first day of voting.
7. Candidates shall take down signs or posters within sight of the computer lab(s) by 11:59 p.m. the night prior to the first day of voting.
8. Candidates may not approach voters requesting them to cast votes in their favour on election day(s).
9. Candidates may not provide computers or other devices to the electorate for the purposes of voting.
10. Candidates must notify the Secretary of the Board of Governors of their scrutineers at least 24 hours prior to the beginning of voting days. A candidate may not be a scrutineer.
11. Campaign expenses will be limited to \$50.00 for each candidate, in order that those students with limited finances are not placed at a disadvantage during the election campaign. The Secretary of the Board of Governors is authorized to reimburse each candidate for campaign expenses up to the amount of \$50.00, upon submission of receipts for expenses by the candidate.
12. The Secretary of the Board of Governors reserves the right to disqualify any candidate if regulations are violated. They shall also:
  - (a) up to 14 days after the election, receive and investigate allegations of malpractice;
  - (b) up to 14 days after the election, hear appeals for a re-count, evaluate them, and arrange for a re-count if judged necessary;
  - (c) have the authority to levy fines, up to the amount claimed for campaign expenses, for violation of campaign rules;
  - (d) have the authority to declare an election invalid.

- 
13. The Secretary of the Board of Governors shall report to the Board of Governors on the student elections to the Board of Governors at the first regular meeting of the Board of Governors after the elections have been completed.

In addition to the above regulations, it is each candidate's responsibility to ensure that any and all posters are displayed according to each building's poster and advertising policies. For many campus buildings, this is *MSU Operating Policy 1.3.2 – Promotions & Advertising*, which can be viewed on the MSU website: [https://msu-production.s3.amazonaws.com/uploads/assets/attachments/661/original\\_Operating\\_Policy\\_1.3.2\\_-\\_Promotions\\_Advertising.pdf](https://msu-production.s3.amazonaws.com/uploads/assets/attachments/661/original_Operating_Policy_1.3.2_-_Promotions_Advertising.pdf). Other campus buildings, such as the McMaster University Student Centre, the McMaster University Medical Centre, and McMaster residences, etc. have their own policies that must be followed.

**REPORT TO THE BOARD OF GOVERNORS**  
*from the*  
**PLANNING AND RESOURCES COMMITTEE**

At its meeting on November 18, 2021, the Planning and Resources Committee reviewed and approved the Audited Financial Statements of the Contributory Pension Plans for Salaried (Plan 2000 & Original Plan) and Hourly-Rated Employees. Details of the Audited Financial Statements are contained in the circulated report for information purposes.

- i. Audited Financial Statements of the Contributory Pension Plan for Hourly Rated Employees of McMaster University including Divinity College as at June 30, 2021**
- ii. Audited Financial Statements of the Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College 2000 (Plan 2000) as at June 30, 2021**
- iii. Audited Financial Statements of the Contributory Pension Plan for Salaried Employees of McMaster university including McMaster Divinity College (Original Plan) as at June 30, 2021**

**Board of Governors: FOR INFORMATION**  
**December 9, 2021**

**DRAFT**

Fund Financial Statements of

**THE CONTRIBUTORY PENSION PLAN  
FOR HOURLY-RATED EMPLOYEES  
OF McMASTER UNIVERSITY INCLUDING  
McMASTER DIVINITY COLLEGE**

And Independent Auditors' Report thereon

Year ended June 30, 2021

Registration Number 0215418



KPMG LLP  
Commerce Place  
21 King Street West, Suite 700  
Hamilton Ontario L8P 4W7  
Canada  
Telephone (905) 523-8200  
Fax (905) 523-2222

## INDEPENDENT AUDITORS' REPORT

To the Administrator of The Contributory Pension Plan for Hourly-Rated Employees of McMaster University including McMaster Divinity College.

### **Opinion**

We have audited the accompanying fund financial statements of The Contributory Pension Plan for Hourly-Rated Employees of McMaster University including McMaster Divinity College (the "Plan"), which comprise:

- the statement of net assets available for benefits as at June 30, 2021
- the statement of changes in net assets available for benefits for the year then ended
- and notes to the fund financial statements, including a summary of significant accounting policies and other explanatory information.

(Hereinafter referred to as the "fund financial statements").

In our opinion, the accompanying fund financial statements, present fairly, in all material respects, the net assets available for benefits of the Plan as at June 30, 2021, and its changes in net assets available for benefits for the year then ended in accordance with the financial reporting provisions of Section 76 of Regulations of the Pension Benefits Act (Ontario).

### **Basis for Opinion**

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditors' Responsibilities for the Audit of the Financial Statements" section of our auditors' report.

We are independent of the Plan in accordance with the ethical requirements that are relevant to our audit of the fund financial statements in Canada and we have fulfilled our other responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

***Emphasis of Matter – Financial Reporting Framework***

We draw attention to Note 1(a) in the fund financial statements, which describes the applicable financial reporting framework and the purpose of the financial statements. The fund financial statements are prepared to assist the Administrator of the Plan to meet the requirements of Section 76 of Regulations of the Pension Benefits Act (Ontario).

As a result, the fund financial statements may not be suitable for another purpose.

Our opinion is not modified in respect of this matter.

***Responsibilities of Management and Those Charged with Governance for the Financial Statements***

Management is responsible for the preparation and fair presentation of the fund financial statements in accordance with the financial reporting provisions of Section 76 of Regulations of the Pension Benefits Act (Ontario), and for such internal control as management determines is necessary to enable the preparation of fund financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the fund financial statements, management is responsible for assessing the Plan's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Plan or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Plan's financial reporting process.

***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the fund financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the fund financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the fund financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Plan's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Plan's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the fund financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Plan to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the fund financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

November 18, 2021  
Hamilton, Canada

**THE CONTRIBUTORY PENSION PLAN FOR HOURLY-  
RATED EMPLOYEES OF MCMASTER UNIVERSITY  
INCLUDING MCMASTER DIVINITY COLLEGE**

Statement of Net Assets Available for Benefits

June 30, 2021, with comparative information for 2020

	2021	2020
<b>Assets:</b>		
Cash	\$ 264,481	\$ 264,990
Employer contributions receivable	37,822	135,391
Employee contributions receivable	28,438	26,593
Other receivables	41,231	43,725
Pooled fund investments (note 2)	75,911,057	67,699,056
<b>Total assets</b>	<b>76,283,029</b>	<b>68,169,755</b>
<b>Liabilities:</b>		
Accounts payable	117,785	133,393
<b>Net assets available for benefits</b>	<b>\$76,165,244</b>	<b>\$68,036,362</b>

See accompanying notes to fund financial statements.

On behalf of McMaster University:

\_\_\_\_\_  
Saher Fazilat  
Vice-President (Operations and Finance)  
McMaster University

\_\_\_\_\_  
Deidre Henne  
Assistant Vice-President (Administration) & CFO  
McMaster University

**THE CONTRIBUTORY PENSION PLAN FOR HOURLY-  
RATED EMPLOYEES OF MCMASTER UNIVERSITY  
INCLUDING MCMASTER DIVINITY COLLEGE**

Statement of Changes in Net Assets Available for Benefits

Year ended June 30, 2021, with comparative information for 2020

	2021	2020
INCREASE IN NET ASSETS:		
Net realized gain on sales of investments	\$ 3,860,769	\$ 1,418,154
Investment income	1,535,604	1,468,787
	5,396,373	2,886,941
Change in net unrealized gain in investments	4,485,648	454,949
	9,882,021	3,341,890
Contributions:		
Employer current service	552,313	680,858
Employer special	1,033,002	5,805,743
Employee required	387,268	436,448
	1,972,583	6,923,049
	11,854,604	10,264,939
DECREASE IN NET ASSETS:		
Payments to members:		
Pension benefits	3,083,251	2,785,744
Termination benefits	175,018	423,604
	3,258,269	3,209,348
Expenses:		
Investment manager	261,219	234,461
Professional	172,442	291,945
Trustee and custodial	18,079	19,686
Audit	9,239	9,184
Pension filing	6,474	5,207
	467,453	560,483
	3,725,722	3,769,831
Increase in net assets available for benefits	8,128,882	6,495,108
Net assets available for benefits, beginning of year	68,036,362	61,541,254
Net assets available for benefits, end of year	\$76,165,244	\$68,036,362

See accompanying notes to fund financial statements.

# THE CONTRIBUTORY PENSION PLAN FOR HOURLY-RATED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements

Year ended June 30, 2021

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The Contributory Pension Plan for Hourly-Rated Employees of McMaster University including McMaster Divinity College (the "Plan") is a defined benefit registered pension plan in the Province of Ontario under registration number 0215418.

The Plan is operated in accordance with the Trust and Custodial Services Agreement dated June 30, 1999, between McMaster University ("Administrator") and CIBC Mellon Trust Company ("CIBC Mellon"), as Trustee.

## 1. Significant accounting policies:

### (a) Basis of presentation:

The Financial Services Regulatory Authority of Ontario ("FSRA") replaced the Financial Services Commission of Ontario ("FSCO") effective June 2019. As permitted by the Financial Services Regulatory Authority of Ontario ("FSRA") under Section 76 of the Regulation to the Pension Benefits Act (Ontario), the Plan, as outlined in CPA Canada Handbook Section 4600, has prepared fund financial statements in accordance with Canadian accounting standards for pension plans excluding pension obligations and any resulting surplus or deficit.

In selecting or changing accounting policies that do not relate to its investment portfolio or pension obligations, Section 4600 requires the Plan to comply (on a consistent basis) with either International Financial Reporting Standards (IFRS) - Part I of CPA Canada Handbook - Accounting or Canadian Accounting Standards for Private Enterprises - Part II of CPA Canada Handbook - Accounting. The Plan has chosen to comply on a consistent basis with IFRS.

These fund financial statements have been prepared to assist the Administrator of the Plan in meeting the requirements of the Financial Services Regulatory Authority of Ontario under Section 76 of Regulations of the Pension Benefits Act (Ontario). As a result, these fund financial statements may not be suitable for another purpose.

The fund financial statements of the Plan do not purport to show the adequacy of the Plan's assets to meet its pension obligation. Such an assessment requires additional information, such as the Plan's actuarial reports and information about McMaster University and McMaster Divinity College's financial health.

### (b) Basis of measurement:

The fund financial statements have been prepared on the historical cost basis, except for investments and derivative financial instruments which are measured at fair value through the statement of changes in net assets available for benefits.

### (c) Functional and presentation currency:

These fund financial statements are presented in Canadian dollars, which is the Plan's functional currency.

# THE CONTRIBUTORY PENSION PLAN FOR HOURLY-RATED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements

Year ended June 30, 2021

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## 1. Significant accounting policies (continued):

### (d) Financial assets and financial liabilities:

#### (i) Non-derivative financial assets:

Financial assets are recognized initially on the trade date, which is the date that the Plan becomes a party to the contractual provisions of the instrument. Upon initial recognition, attributable transaction costs are recognized in the statement of changes in net assets available for benefits as incurred.

The Plan measures all of its investments at fair value through the statement of changes in net assets available for benefits.

All other non-derivative financial assets including contributions receivable are measured at amortized cost.

The Plan derecognizes a financial asset when the contractual rights to the cash flows from the asset expire, or it transfers the rights to receive the contractual cash flows in a transaction in which substantially all the risks and rewards of ownership of the financial asset are transferred or in which the Plan neither transfers nor retains substantially all the risks and rewards of ownership and does not retain control of the financial asset.

On derecognition of a financial asset, the difference between the carrying amount of the asset and consideration received is recognized in the statement of changes in net assets available for benefits as a net realized gain or loss on sale of investments.

#### (ii) Non-derivative financial liabilities:

All financial liabilities are recognized initially on the trade date at which the Plan becomes a party to the contractual provisions of the instrument.

The Plan derecognizes a financial liability when its contractual obligations are discharged, cancelled or expired.

Financial assets and liabilities are offset and the net amount presented in the statement of net assets available for benefits when, and only when, the Plan has a legal right to offset the amounts and it intends either to settle on a net basis or to realize the asset and settle the liability simultaneously.

The Plan considers its accounts payable to be a non-derivative financial liability.

### (e) Fair value measurement:

Fair value is the amount for which an asset could be exchanged, or a liability settled, between knowledgeable, willing parties in an arm's length transaction on the measurement date.

In determining fair value, the Plan follows the guidance in IFRS 13, Fair Value Measurement ("IFRS 13"), in Part I of the CPA Canada Handbook. As allowed under IFRS 13, if an asset or a liability measured at fair value has a bid and an ask price, the price within the bid-ask spread that is the most representative of fair value in the circumstances shall be used to measure fair value. The Plan uses closing market price as a practical expedient for fair value measurement.

# THE CONTRIBUTORY PENSION PLAN FOR HOURLY-RATED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements

Year ended June 30, 2021

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## 1. Significant accounting policies (continued):

### (e) Fair value measurement (continued):

When available, the Plan measures the fair value of an instrument using quoted prices in an active market for that instrument. A market is regarded as active if quoted prices are readily and regularly available and represent actual and regularly occurring market transactions on an arm's length basis.

If a market for a financial instrument is not active, then the Plan establishes fair value using a valuation technique. Valuation techniques include using recent arm's length transactions between knowledgeable, willing parties (if available), reference to the current fair value of other instruments that are substantially the same, discounted cash flow analyses and option pricing models.

The best evidence of the fair value of a financial instrument at initial recognition is the transaction price, i.e. the fair value of the consideration given or received, unless the fair value of that instrument is evidenced by comparison with other observable current market transactions in the same instrument or based on a valuation technique whose variables include only data from observable markets. When transaction price provides the best evidence of fair value at initial recognition, the financial instrument is initially measured at the transaction price and any difference between this price and the value initially obtained from a valuation model is subsequently recognized in profit or loss on an appropriate basis over the life of the instrument but not later than when the valuation is supported wholly by observable market data or the transaction is closed out.

All changes in fair value, other than interest and dividend income, are recognized in the statement of changes in net assets available for benefits as part of the change in net unrealized gain in investments.

Pooled funds are valued at the unit values supplied by the pooled fund administrator, which represent the Plan's proportionate share of underlying net assets at fair value using closing market prices.

Fair values of investments are determined as follows:

- i) Bonds and equities are valued at year-end quoted closing prices where available. Where quoted prices are not available, estimated fair values are calculated using comparable securities.
- ii) Short-term notes, treasury bills and term deposits maturing within a year are stated at cost, which together with accrued interest income approximates fair value given the short-term nature of these investments.
- iii) Pooled funds are valued at the unit values supplied by the pooled fund administrator, which represent the Plan's proportionate share of underlying net assets at fair values determined using closing market prices.

Investment transactions are accounted for on the trade date.

### (f) Investment income:

Investment income, which is recorded on the accrual basis, includes interest income, dividends and pooled fund distributions.

# THE CONTRIBUTORY PENSION PLAN FOR HOURLY-RATED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements

Year ended June 30, 2021

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## 1. Significant accounting policies (continued):

(g) Change in net unrealized gain in investments:

The change in net unrealized gain in investments is the change in the difference between the fair value and cost of investments from the beginning to the end of the year.

(h) Net realized gain on sales of investments:

The net realized gain on sales of investments is the difference between proceeds received and the average cost of investments sold.

(i) Income taxes:

The Plan is a Registered Pension Trust, as defined by the Income Tax Act (Canada) and, accordingly, is not subject to income taxes.

(j) Foreign currency:

Transactions in foreign currencies are translated into Canadian dollars at the exchange rate at the dates of the transactions. Monetary assets and liabilities denominated in foreign currencies at the reporting date are retranslated into Canadian dollars at the exchange rate at the reporting date.

The fair values of foreign currency denominated investments are translated into Canadian dollars at the reporting date rates of exchange. Gains and losses arising from transactions are included in investment income within the statement of changes in net assets available for benefits.

(k) Use of estimates:

The preparation of the fund financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets and liabilities at the date of the statement of net assets and the reported amounts of changes in net assets available for benefits during the year. Actual results may differ from those estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognized in the period in which the estimates are revised and in any future years affected.

# THE CONTRIBUTORY PENSION PLAN FOR HOURLY-RATED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements

Year ended June 30, 2021

## 2. Pooled fund investments:

The following summary of pooled fund investments includes information provided in respect of individual investments with a book value or fair value in excess of 1% of the book or fair value of the Plan as at June 30, 2021, as required by the Pension Benefits Act (Ontario), with comparative information for 2020.

Fund name	Nature of investments held	2021 Fair value	2020 Fair value
Jarislowsky Fraser Bond Fund	Canadian bonds	\$ 12,357,938	\$ 12,379,714
Jarislowsky Fraser Long Term Bond Fund	Canadian bonds	14,616,251	15,481,417
Jarislowsky Fraser U.S. Equity Fund	U.S. equities	17,075,393	14,037,727
Jarislowsky Fraser Canadian Equity Fund	Canadian equities	16,780,497	12,616,701
Jarislowsky Fraser International Equity Fund	International equities	15,080,978	13,183,497
		<b>\$ 75,911,057</b>	<b>\$ 67,699,056</b>

All pooled funds held by the Plan are managed by Jarislowsky Fraser Limited. The book value of pooled fund investments at June 30, 2021 was \$65,799,264 (2020 - \$62,072,911).

## 3. Related party transaction:

The Administrator has provided administrative services without charge.

## 4. Financial instruments:

The investment objectives of the Plan are to efficiently fund the benefits of the participating plan members. As part of the risk management process, the Administrator has established a diversification policy, set rate of return objectives and developed specific investment guidelines.

### (a) Fair value:

The fair value of investments is disclosed in note 2. The fair value of the Plan's other financial assets and liabilities, being cash, employee and employer contributions receivable, other receivables, and accounts payable, approximate carrying value due to the short-term nature of the instruments.

Fair value measurements recognized in the statement of net assets available for benefits are categorized using a fair value hierarchy that reflects the significance of inputs used in determining the fair values.

- Level 1 - unadjusted quoted prices in active markets for identical assets or liabilities;
- Level 2 - inputs other than quoted prices included in Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3 - inputs for assets and liabilities that are not based on observable market data.

# THE CONTRIBUTORY PENSION PLAN FOR HOURLY-RATED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements

Year ended June 30, 2021

## 4. Financial instruments (continued):

The following is a summary of the Plan's pooled fund investments carried at fair value:

2021	Level 1	Level 2	Level 3	Total
Canadian bonds	\$ -	\$ 12,357,938	\$ -	\$ 12,357,938
Canadian long term bonds	-	14,616,251	-	14,616,251
U.S. equities	-	17,075,393	-	17,075,393
Canadian equities	-	16,780,497	-	16,780,497
International equities	-	15,080,978	-	15,080,978
	\$ -	\$ 75,911,057	\$ -	\$ 75,911,057

2020	Level 1	Level 2	Level 3	Total
Canadian bonds	\$ -	\$ 12,379,714	\$ -	\$ 12,379,714
Canadian long term bonds	-	15,481,417	-	15,481,417
U.S. equities	-	14,037,727	-	14,037,727
Canadian equities	-	12,616,701	-	12,616,701
International equities	-	13,183,497	-	13,183,497
	\$ -	\$ 67,699,056	\$ -	\$ 67,699,056

### (b) Associated risks:

#### (i) Market price risk:

Market price risk is the risk that the value of an instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to an individual investment, its issuer or all other factors affecting all instruments traded in the market. The COVID-19 pandemic and the measures taken to contain the virus continue to impact the market as a whole. The situation is dynamic and the ultimate duration and magnitude of the impact on the economy and the financial effect on the pension fund is not known at this time. As all of the Plan's financial instruments are carried at fair value with fair value changes recognized in the statement of changes in net assets available for benefits, all changes in market conditions will directly affect the net increase in net assets available for benefits. Market price risk is managed by the Administrator through construction of a diversified portfolio of instruments traded on various markets and across various industries.

As of June 30, 2021, had the value of all equity benchmarks increased or decreased by 10% with all other variables remaining unchanged, and assuming there is a perfect positive correlation between the Plan's equities and benchmarks, the value of the Plan's total equities would have increased or decreased respectively, by approximately \$4,894,000 (2020 - \$3,984,000).

# THE CONTRIBUTORY PENSION PLAN FOR HOURLY-RATED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements

Year ended June 30, 2021

## 4. Financial Instruments (continued):

### (ii) Interest rate risk:

Interest rate risk is the risk that the market value of the Plan's investments will fluctuate due to changes in market interest rates. The value of the Plan's assets is affected by short-term changes in interest rates and equity markets. Interest rate changes directly impact the value of fixed income securities held in the various Bond Funds.

As at June 30, 2021, had the prevailing interest rates increased or decreased by 1% with all other variables remaining unchanged, the value of the bond securities components of the Plan would have increased or decreased by approximately \$3,245,278 (2020 - \$3,478,537).

### (iii) Liquidity risk:

Liquidity risk is the risk that the Plan may be unable to meet pension payment obligations under both normal and stressed conditions in a timely manner and at a reasonable cost. Management of liquidity seeks to ensure that even under adverse conditions, the Plan has access to immediate cash that is necessary to cover benefits payable, withdrawals and other liabilities. The Statement of Investment Policies and Procedures requires the Plan's investments to be highly liquid, so they can be converted into cash on short notice. The Plan's exposure to liquidity risk is considered negligible.

The accrued expenses of the Plan are all due within 90 days or less.

The following table summarizes the contractual maturities of all fixed income securities as at June 30, 2021, by the earlier of contractual repricing or maturity dates:

Maturity range	2021		2020	
	Fair value	Percentage of fixed income	Fair value	Percentage of fixed income
0 to 5 years	\$ 4,869,028	18.1%	\$ 4,939,506	17.7%
5 to 10 years	5,344,025	19.8%	5,094,754	18.3%
Over 10 years	16,761,137	62.1%	17,826,871	64.0%
	<b>\$ 26,974,190</b>	<b>100.0%</b>	<b>\$ 27,861,131</b>	<b>100.0%</b>

# THE CONTRIBUTORY PENSION PLAN FOR HOURLY-RATED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements

Year ended June 30, 2021

## 4. Financial instruments (continued):

### (b) Associated risks (continued):

#### (iv) Foreign currency risk:

Foreign currency risk is the risk that fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The Plan invests in financial instruments denominated in various foreign currencies, other than its measurement currency. Consequently, the Plan is exposed to risks that the exchange of various currencies may change in a manner that has an adverse effect on the value of the portion of the Plan's assets denominated in currencies other than the Canadian dollar. The Plan's overall currency positions and exposures are monitored on a regular basis by the investment manager.

The Plan's currency exposure of its investments as at June 30, 2021, is as follows:

	2021		2020	
	Canadian dollar equivalent	Percentage of total	Canadian dollar equivalent	Percentage of total
US Dollar	\$ 17,951,938	23.6%	\$ 15,458,908	22.7%
Euro	4,769,099	6.3%	4,235,858	6.2%
Swiss Franc	2,544,761	3.3%	2,664,385	3.9%
Pound Sterling	2,372,831	3.1%	1,589,930	2.3%
Japanese Yen	2,064,545	2.7%	1,526,649	2.2%
Other	2,158,301	2.8%	1,745,494	2.8%
	<b>\$ 31,861,475</b>	<b>41.8%</b>	<b>\$ 27,221,224</b>	<b>40.1%</b>

As at June 30, 2021, if the Canadian dollar strengthened or weakened by 5% (2020 - 5%) in each respective foreign currency, with all other factors remaining constant, the following table summarizes the estimated impacts:

	2021		2020	
	Net exposure	Estimated impact	Net exposure	Estimated impact
US Dollar	\$ 17,951,938	\$ 897,597	\$ 15,458,908	\$ 772,945
Euro	4,769,099	238,455	4,235,858	211,793
Swiss Franc	2,544,761	127,238	2,664,385	133,219
Pound Sterling	2,372,831	118,642	1,589,930	79,496
Japanese Yen	2,064,545	103,227	1,526,649	76,332
Other	2,158,301	107,915	1,745,494	87,276
	<b>\$ 31,861,475</b>	<b>\$ 1,593,074</b>	<b>\$ 27,221,224</b>	<b>\$ 1,361,061</b>

# THE CONTRIBUTORY PENSION PLAN FOR HOURLY-RATED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements

Year ended June 30, 2021

## 4. Financial instruments (continued):

### (b) Associated risks (continued):

#### (v) Credit risk:

Credit risk is the risk that an issuer or counterparty will be unable or unwilling to meet a commitment that it has entered into with the Plan. Credit risk is generally higher when a non-exchange traded financial instrument is involved because the counterparty for non-exchange traded financial instruments is not backed by an exchange clearing house. The Plan policy does not permit investments in below investment grade securities. The credit risk is minimized by dealing with borrowers considered to be of high quality and by monitoring their credit risk. The Plan records all investments at fair value and therefore the values reflected in the statement of net assets available for benefits represent the maximum credit exposure to the Plan. The following is a summary of the June 30, 2021 weighted average of funds invested, and the respective allocation targets:

	Asset Mix %	Policy Asset Mix %		
		Minimum	Benchmark	Maximum
Canadian equities	22.5	10.0	20.0	30.0
U.S. equities	22.0	8.0	18.0	28.0
International equities	19.8	7.0	17.0	27.0
<b>Total equities</b>	<b>64.3</b>		<b>55.0</b>	
Fixed income	35.4	25.0	45.0	65.0
Cash	0.3	0.0	0.0	10.0
<b>Total</b>	<b>100.0</b>		<b>100.0</b>	

The following are the Plan's investments in interest-bearing financial instruments and the Plan's exposure to credit risk as at June 30, 2021:

Credit rating	Fair value	2021		2020	
		Fair value	Percentage of portfolio	Fair value	Percentage of portfolio
AAA	\$ 5,184,502		19.2%	\$ 3,526,147	12.7%
AA	11,003,337		40.8%	12,196,755	43.8%
A	8,453,523		31.3%	9,612,253	34.5%
BBB	2,332,828		8.7%	2,525,976	9.0%
	<b>\$ 26,974,190</b>		<b>100.0%</b>	<b>\$ 27,861,131</b>	<b>100.0%</b>

# THE CONTRIBUTORY PENSION PLAN FOR HOURLY-RATED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements

Year ended June 30, 2021

## 4. Financial instruments (continued):

### (c) Interest bearing investments:

The following information is provided in respect to interest-bearing investments:

	2021		2020	
	Investment total	Average effective yield	Investment total	Average effective yield
Cash and cash equivalents	\$ 264,481	0.0%	\$ 264,990	0.0%
Jarislowsky Fraser Bond fund	\$ 12,357,938	1.8%	\$ 12,379,714	1.6%
Jarislowsky Fraser Long term bond fund	\$ 14,616,251	2.5%	\$ 15,481,417	2.0%

The average effective yield is the rate at which the future cash flows of the instrument must be discounted to arrive at the fair value of the instrument.

## 5. Capital risk management:

The capital of the Plan is represented by the net assets available for benefits. The main objective of the Plan is to ensure the security of the promised pension benefits under the Plan. The Plan fulfils its primary objective by adhering to specific investment policies outlined in its Statement of Investment Policies and Procedures (the "SIP&P"), which is reviewed annually by the Pension Committee. The Plan's risk management strategy has not changed due to the COVID-19 pandemic. The Plan manages net assets available for benefits by engaging knowledgeable investment managers who are charged with the responsibility of investing existing funds and new funds (contributions) in accordance with the approved SIP&P. The SIP&P was last amended effective October 8, 2020 to reflect changes required by the Financial Services Regulatory Authority of Ontario.

The Plan's investment manager and other consultants as at June 30, 2021 are as follows:

Service	Manager and Consultants
Investment Consultant	Mercer Investment Consulting
Investment Manager	Jarislowsky Fraser & Company Limited
Actuary	Mercer Human Resources Consulting Ltd.
Custodian/Trustee	CIBC Mellon Trust Company

Although there are no regulatory requirements relating to the level of net assets available for benefits, the funding to be maintained by the defined benefit Plan is determined through triennial actuarial valuations. No contributions remain past due as of June 30, 2021. The pension plan investments fell within the asset mix target ranges for the Plan as at June 30, 2021.

The Plan is required to file fund financial statements with the Financial Services Regulatory Authority ("FSRA") of Ontario annually.

**DRAFT**

Fund Financial Statements of

**THE CONTRIBUTORY PENSION PLAN  
FOR SALARIED EMPLOYEES  
OF McMASTER UNIVERSITY INCLUDING  
McMASTER DIVINITY COLLEGE 2000**

And Independent Auditors' Report thereon

Year ended June 30, 2021

Registration Number 1079920



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Commerce Place  
21 King Street West, Suite 700  
Hamilton Ontario L8P 4W7  
Canada  
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Fax (905) 523-2222

## INDEPENDENT AUDITORS' REPORT

To the Administrator of The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College 2000

### **Opinion**

We have audited the accompanying fund financial statements of The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College 2000 (the "Plan"), which comprise:

- the statement of net assets available for benefits as at June 30, 2021
- the statement of changes in net assets available for benefits for the year then ended
- and notes to the fund financial statements, including a summary of significant accounting policies and other explanatory information.

(Hereinafter referred to as the "fund financial statements").

In our opinion, the accompanying fund financial statements, present fairly, in all material respects, the net assets available for benefits of the Plan as at June 30, 2021, and its changes in net assets available for benefits for the year then ended in accordance with the financial reporting provisions of Section 76 of Regulations of the Pension Benefits Act (Ontario).

### **Basis for Opinion**

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditors' Responsibilities for the Audit of the Financial Statements" section of our auditors' report.

We are independent of the Plan in accordance with the ethical requirements that are relevant to our audit of the fund financial statements in Canada and we have fulfilled our other responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

***Emphasis of Matter – Financial Reporting Framework***

We draw attention to Note 1(a) in the fund financial statements, which describes the applicable financial reporting framework and the purpose of the financial statements. The fund financial statements are prepared to assist the Administrator of the Plan to meet the requirements of Section 76 of Regulations of the Pension Benefits Act (Ontario).

As a result, the fund financial statements may not be suitable for another purpose.

Our opinion is not modified in respect of this matter.

***Responsibilities of Management and Those Charged with Governance for the Financial Statements***

Management is responsible for the preparation and fair presentation of the fund financial statements in accordance with the financial reporting provisions of Section 76 of Regulations of the Pension Benefits Act (Ontario), and for such internal control as management determines is necessary to enable the preparation of fund financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the fund financial statements, management is responsible for assessing the Plan's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Plan or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Plan's financial reporting process.

***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the fund financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the fund financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the fund financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Plan's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Plan's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the fund financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Plan to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the fund financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

DRAFT

November 18, 2021  
Hamilton, Canada

**THE CONTRIBUTORY PENSION PLAN FOR  
SALARIED EMPLOYEES OF MCMASTER UNIVERSITY  
INCLUDING MCMASTER DIVINITY COLLEGE 2000**

Statement of Net Assets Available for Benefits  
(thousands of dollars)

June 30, 2021, with comparative information for 2020

	2021	2020
<b>Assets</b>		
Employer contributions receivable	\$ 4,382	\$ 4,579
Employee contributions receivable	2,237	2,079
Investment in Master Trust (note 2)	2,585,532	2,235,512
<b>Total assets</b>	<b>2,592,151</b>	<b>2,242,170</b>
<b>Liabilities</b>		
Fees payable and accrued liabilities	1,121	859
<b>Net assets available for benefits</b>	<b>\$ 2,591,030</b>	<b>\$ 2,241,311</b>

See accompanying notes to fund financial statements.

On behalf of the Administrator:

\_\_\_\_\_  
Saher Fazilat  
Vice-President (Operations and Finance)  
McMaster University

\_\_\_\_\_  
Deidre Henne  
Assistant Vice-President (Administration) & CFO  
McMaster University

**THE CONTRIBUTORY PENSION PLAN FOR  
SALARIED EMPLOYEES OF MCMASTER UNIVERSITY  
INCLUDING MCMASTER DIVINITY COLLEGE 2000**

Statement of Changes in Net Assets Available for Benefits  
(thousands of dollars)

June 30, 2021, with comparative information for 2020

	2021	2020
<b>INCREASE IN NET ASSETS</b>		
Investment income allocated by the Master Trust Fund (note 4):		
Investment income	\$ 51,440	\$ 55,413
Net realized gain on sale of investments	66,405	67,359
Net realized gain on sale of units in the Master Trust Fund	18,443	15,488
	136,288	138,260
Change in net unrealized gain in investments	243,293	-
	379,581	138,260
Contributions:		
Employer current service	36,136	34,602
Employer past service	18,885	18,885
Employee required	28,641	27,743
Employee transfers from other plans	193	692
	83,855	81,922
	463,436	220,182
<b>DECREASE IN NET ASSETS</b>		
Change in net unrealized loss in investments	-	31,431
Payments to members:		
Pension benefits	84,730	81,292
Termination benefits	22,496	28,508
	107,226	109,800
Expenses:		
Investment managers	4,818	4,470
Professional	1,092	909
Administrative (note 5)	313	311
Trustee and custodial	159	180
Pension filing	91	67
Audit	18	18
	6,491	5,955
	113,717	147,186
Net increase in net assets available for benefits	349,719	72,996
Net assets available for benefits, beginning of year	2,241,311	2,168,315
<b>Net assets available for benefits, end of year</b>	<b>\$ 2,591,030</b>	<b>\$ 2,241,311</b>

See accompanying notes to fund financial statements.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

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The Contributory Pension Plan for Salaried Employees of McMaster University Including McMaster Divinity College 2000 (the "Plan") is a defined benefit registered pension plan in the Province of Ontario under registration number 1079920, the Administrator of which is McMaster University.

McMaster University operates the Master Trust Fund to facilitate the collective management of the investment assets for pension plans of McMaster University and Divinity College. These fund financial statements reflect the consolidation of net assets held by the Plan directly and its share of the net assets of the Master Trust Fund.

The Plan is operated in accordance with the Trust and Custodial Services Agreement dated July 1, 2000, between McMaster University (the "Administrator") and CIBC Mellon Trust Company (the "Trustee").

## 1. Significant accounting policies:

### (a) Basis of presentation:

The Financial Services Regulatory Authority of Ontario ("FSRA") replaced The Financial Services Commission of Ontario ("FSCO") effective June 2019. As permitted by FSRA under Section 76 of the Regulations to the Pension Benefits Act (Ontario), the Plan has prepared fund financial statements in accordance with Canadian accounting standards for pension plans as outlined under CPA Canada Handbook Section 4600, excluding pension obligations and any resulting surplus or deficit.

In selecting or changing accounting policies that do not relate to its investment portfolio or pension obligations, Section 4600 requires the Plan to comply (on a consistent basis) with either International Financial Reporting Standards (IFRS) - Part I of CPA Canada Handbook - Accounting or Canadian Accounting Standards for Private Enterprises - Part II of CPA Canada Handbook - Accounting. The Plan has chosen to comply on a consistent basis with IFRS.

These fund financial statements have been prepared to assist the Administrator of the Plan in meeting the requirements of the Financial Services Regulatory Authority of Ontario. As a result, these fund financial statements may not be suitable for another purpose.

These fund financial statements of the Plan do not purport to show the adequacy of the Plan's assets to meet its pension obligation. Such an assessment requires additional information, such as the Plan's actuarial reports and information about McMaster University including McMaster Divinity College 2000's financial health.

### (b) Basis of measurement:

The fund financial statements have been prepared on the historical cost basis, except for investments and derivative financial instruments which are measured at fair value through the statement of changes in net assets available for benefits.

### (c) Functional and presentation currency:

These fund financial statements are presented in Canadian dollars, which is the Plan's functional currency.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

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## 1. Significant accounting policies (continued):

### (d) Financial assets and financial liabilities:

#### (i) Non-derivative financial assets:

Financial assets are recognized initially on the trade date, which is the date that the Plan becomes a party to the contractual provisions of the instrument. Upon initial recognition, attributable transaction costs are recognized in the statement of changes in net assets available for benefits as incurred.

The Plan measures all of its investments at fair value through the statement of changes in net assets available for benefits.

All other non-derivative financial assets including contributions receivable are measured at amortized cost.

The Plan derecognizes a financial asset when the contractual rights to the cash flows from the asset expire, or it transfers the rights to receive the contractual cash flows in a transaction in which substantially all the risks and rewards of ownership of the financial asset are transferred or in which the Plan neither transfers nor retains substantially all the risks and rewards of ownership and does not retain control of the financial asset.

On de-recognition of a financial asset, the difference between the carrying amount of the asset and consideration received is recognized in the statement of changes in net assets available for benefits as a net realized gain (loss) on sale of investments.

#### (ii) Non-derivative financial liabilities:

All financial liabilities are recognized initially on the trade date at which the Plan becomes a party to the contractual provisions of the instrument.

The Plan derecognizes a financial liability when its contractual obligations are discharged, cancelled or expired.

Financial assets and liabilities are offset and the net amount presented in the statement of net assets when, and only when, the Plan has a legal right to offset the amounts and it intends either to settle on a net basis or to realize the asset and settle the liability simultaneously.

The Plan considers its fees payable and accrued liabilities to be a non-derivative financial liability.

#### (iii) Derivative financial instruments:

Derivative financial instruments are recognized initially at fair value and attributable transaction costs are recognized in the statement of changes in net assets available for benefits as incurred. Subsequent to initial recognition, derivatives are measured at fair value, and all changes are recognized immediately in the statement of changes in net assets available for benefits.

### (e) Fair value measurement:

Fair value is the amount for which an asset could be exchanged, or a liability settled, between knowledgeable, willing parties in an arm's length transaction on the measurement date.

In determining fair value, the Plan follows the guidance in IFRS 13, Fair Value Measurement ("IFRS 13") in Part I of the CPA Canada Handbook. As allowed under IFRS 13, if an asset or a liability measured at fair value has a bid and an ask price, the price within the bid-ask spread that is the most representative of fair value in the circumstances shall be used to measure fair value. The Plan uses closing market price as a practical expedient for fair value measurement.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

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## 1. Significant accounting policies (continued):

### (e) Fair value measurement (continued):

When available, the Plan measures the fair value of an instrument using quoted prices in an active market for that instrument. A market is regarded as active if quoted prices are readily and regularly available and represent actual and regularly occurring market transactions on an arm's length basis.

If a market for a financial instrument is not active, then the Plan establishes fair value using a valuation technique. Valuation techniques include using recent arm's length transactions between knowledgeable, willing parties (if available), reference to the current fair value of other instruments that are substantially the same, discounted cash flow analyses and option pricing models.

The best evidence of the fair value of a financial instrument at initial recognition is the transaction price, i.e. the fair value of the consideration given or received, unless the fair value of that instrument is evidenced by comparison with other observable current market transactions in the same instrument or based on a valuation technique whose variables include only data from observable markets. When transaction price provides the best evidence of fair value at initial recognition, the financial instrument is initially measured at the transaction price and any difference between this price and the value initially obtained from a valuation model is subsequently recognized in profit or loss on an appropriate basis over the life of the instrument but not later than when the valuation is supported wholly by observable market data or the transaction is closed out.

All changes in fair value, other than interest and dividend income are recognized in the statement of changes in net assets available for benefits as part of the change in net unrealized gains.

Pooled funds are valued at the unit values supplied by the pooled fund administrator, which represent the Plan's proportionate share of underlying net assets at fair value using closing market prices.

Investments are stated at fair value. Fair values of investments including those held within the Master Trust are determined as follows:

- i) Bonds and equities are valued at year-end quoted closing prices where available. Where quoted prices are not available, estimated fair values are calculated using comparable securities.
- ii) Short-term notes, treasury bills and term deposits maturing within a year are stated at cost, which together with accrued interest income approximates fair value given the short-term nature of these investments.
- iii) Pooled funds are valued at the unit values supplied by the pooled fund administrator, which represent the Plan's proportionate share of underlying net assets at fair values determined using closing market prices.
- iv) Investments in derivative financial instruments, including futures, forwards and option contracts, are valued at year-end quoted market prices where available. Where quoted prices are not available, values are determined using pricing models, which take into account current market and contractual prices of the underlying instruments, as well as time value and yield curve or volatility factors underlying the positions.

Unrealized gains and losses on derivative financial instruments, net of premiums paid or received on options contracts, are included in derivative contracts investments.

Investment transactions are accounted for on the trade date.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

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## 1. Significant accounting policies (continued):

(f) Investment income:

Investment income, which is recorded on the accrual basis, includes interest income, dividends and pooled fund distributions.

(g) Change in net unrealized gain in investments:

The change in net unrealized gain or loss in investments is the change in the difference between the fair value and cost of investments from the beginning to the end of the year.

(h) Foreign currency:

Transactions in foreign currencies are translated into Canadian dollars at the exchange rate at the dates of the transactions. Monetary assets and liabilities denominated in foreign currencies at the reporting date are retranslated into Canadian dollars at the exchange rate at the reporting date. The fair values of foreign currency denominated investments are translated into Canadian dollars at the reporting date rates of exchange. Gains and losses arising from transactions are included in investment income within the statement of changes in net assets available for benefits.

(i) Net realized gain or loss on sales of investments:

The net realized gain on sale of investments represents the difference between proceeds received and the average cost of investments sold.

The net realized gain or loss on sale of units in the Master Trust Fund represents the difference between the proceeds received and the average cost of the units sold.

(j) Income taxes:

The Plan is a Registered Pension Trust as defined by the Income Tax Act (Canada) and, accordingly, is not subject to income taxes.

(k) Use of estimates:

The preparation of the fund financial statements requires management to make judgments, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets and liabilities at the date of the statement of net assets and the reported amounts of changes in net assets available for benefits during the year. Actual results may differ from those estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognized in the period in which the estimates are revised and in any future years affected.

## THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

### 2. Investment in Master Trust:

Details of the Master Trust Fund investments are as follows:

	2021		2020	
	Cost	Fair Value	Cost	Fair value
Canadian short-term notes and treasury bills	\$ 14,900	\$ 14,900	\$ 12,280	\$ 12,280
Foreign short-term notes and treasury bills	176	180	681	680
Canadian common and preferred equities	116,450	191,361	146,321	199,527
Foreign common and preferred equities	-	-	37,605	57,851
Canadian fixed income pool funds	865,139	870,609	716,896	803,272
Canadian real estate pooled fund investments	22,754	24,750	22,066	23,355
Global infrastructure	96,028	103,520	67,500	68,067
Canadian equity pool fund investments	160,387	186,786	224,843	198,447
Foreign equity pool fund investments	701,829	1,196,785	547,912	869,392
Net foreign exchange contracts (payable) receivable	-	(13,468)	-	6,317
	1,977,663	2,575,423	1,776,104	2,239,188
Cash	4,844	4,844	6,674	6,674
Receivables	10,418	10,418	13,750	13,750
Accrued investment income	440	440	389	389
Accounts payable	(318)	(318)	(20,000)	(20,000)
	\$ 1,993,047	\$ 2,590,807	\$ 1,776,917	\$ 2,240,001

This allocation of the investment in the Master Trust Fund to the respective pension plans is as follows:

	2021		2020	
	Units	Fair Value	Units	Fair value
The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College 2000	6,586,387	\$ 2,585,532	6,652,555	\$ 2,235,512
The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College	13,437	5,275	13,358	4,489
		\$ 2,590,807		\$ 2,240,001

The cost of the units held in Master Trust Fund by the Plan at June 30, 2021 was \$1,979,553 (2020 \$1,872,755).

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

### 3. Statutory disclosures:

The following information is provided in respect of individual investments in the Master Trust Fund with a fair value in excess of 1% of the Master Trust Fund as at June 30, 2021 as required by the Pension Benefits Act (Ontario).

(a) Pooled fund investments:

Fund name	Fund operator	Nature of investments held	Fair value
BlackRock Long Bond Index Class A	BlackRock	Canadian bonds and debentures	\$ 580,916
BlackRock Russell 1000 Alpha Tilts Fund B	BlackRock	U.S. equities	462,576
BlackRock Universe Index Class A	BlackRock	Canadian bonds and debentures	289,693
NCS Canadian Institutional Trust	Walter Scott	Non-North American equities	233,835
GMO International Opportunities Equity Allocation Fund	GMO	Non-North American equities	174,864
WWISE Canadian Fundamental Equity	WWISE	Canadian equities	172,919
T Rowe Price U.S. Large Cap Core Corp Growth Equity	T Rowe Price	U.S. equities	136,085
RBC Global Asset Management PH&N Institutional	RBC	Global equities	107,548
Mawer Global Equity Fund	Mawer	Global equities	79,059
IFM Global Infrastructure L.P Class A Interests	IFM (Canada)	Global infrastructure	76,688
Axium Infrastructure Global Infrastructure	Axium	Global Infrastructure	26,832

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

#### 4. Investment income:

Details of the investment income earned by the Master Trust Fund are as follows:

	2021	2020
Cash	\$ 7	\$ -
Short-term notes and treasury bills	(48)	131
Canadian common and preferred equities	51,841	4,141
Foreign common and preferred equities	31,785	16,793
Bonds and debentures	-	5,978
Pooled fund investments	103,701	89,429
Foreign exchange gains (losses) including derivatives	58,406	(15,527)
	<u>\$ 245,692</u>	<u>\$ 100,945</u>

The allocation of the investment income to the respective pension plans is as follows:

	2021	2020
The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College 2000	\$ 136,288	\$ 138,260
The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College	279	273
	<u>\$ 136,567</u>	<u>\$ 138,533</u>
Timing difference between the realization of investment income in the Master Trust Fund and its allocation to the participating Pension Trust Funds	109,125	(37,588)
	<u>\$ 245,692</u>	<u>\$ 100,945</u>

#### 5. Related party transactions:

McMaster University provides certain administrative services to the Plan which is recorded at the amount agreed to by the parties. The cost for these services for the year ended June 30, 2021 was approximately \$313 (2020 - \$311), and is included in administrative expenses in the statement of changes in net assets available for benefits.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 6. Financial instruments:

The investment objectives of the Plan are to efficiently fund the benefits of the participating plan members. As part of the risk management process, the Administrator has established a diversification policy, set rate of return objectives and developed specific investment guidelines.

### (a) Fair value:

The fair value of investments is disclosed in note 2. The fair value of the Plan's other financial assets and liabilities, being contributions receivable and fees payable and accrued liabilities, approximate their carrying values due to the short-term nature of these financial instruments.

Fair value measurements recognized in the statement of net assets available for benefits are categorized using a fair value hierarchy that reflects the significance of inputs used in determining the fair values.

- Level 1 - unadjusted quoted prices in active markets for identical assets or liabilities;
- Level 2 - inputs other than quoted prices included in Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3 - inputs for assets and liabilities that are not based on observable market data.

The Plan's investment in Master Trust is classified as Level 2. The following table presents the classification of the investments held within the Master Trust as at June 30, 2021, using the fair value hierarchy:

2021	Level 1	Level 2	Level 3	Total
Canadian short-term notes and treasury bills	\$ -	\$ 14,900	\$ -	\$ 14,900
Foreign short-term notes and treasury bills	-	180	-	180
Canadian common and preferred equities	191,361	-	-	191,361
Canadian fixed income pool funds	-	870,609	-	870,609
Canadian real estate pooled fund investments	-	24,750	-	24,750
Global Infrastructure	-	103,520	-	103,520
Canadian equity pool fund investments	-	186,786	-	186,786
Foreign equity pool fund investments	-	1,196,785	-	1,196,785
Net foreign exchange contracts payable	-	(13,468)	-	(13,468)
	\$ 191,361	\$ 2,384,062	\$ -	\$ 2,575,423

## THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

### 6. Financial instruments (continued):

(a) Fair value (continued):

2020	Level 1	Level 2	Level 3	Total
Canadian short-term notes and treasury bills	\$ -	\$ 12,280	\$ -	\$ 12,280
Foreign short-term notes and treasury bills	-	680	-	680
Canadian common and preferred equities	199,527	-	-	199,527
Foreign common and preferred equities	57,851	-	-	57,851
Canadian fixed income pool funds	-	803,272	-	803,272
Canadian real estate pooled fund investments	-	23,355	-	23,355
Global Infrastructure	-	68,067	-	\$ 68,067
Canadian equity pool fund investments	-	198,447	-	198,447
Foreign equity pool fund investments	-	869,392	-	869,392
Net foreign exchange contracts receivable	-	6,317	-	6,317
	\$ 257,378	\$ 1,981,810	\$ -	\$ 2,239,188

(b) Associated risks:

(i) Market price risk:

Market price risk is the risk that the value of an instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to an individual investment, its issuer or all other factors affecting all instruments traded in the market. The COVID-19 pandemic and the measures taken to contain the virus continue to impact the market as a whole. The situation is dynamic and the ultimate duration and magnitude of the impact on the economy and the financial effect on the pension fund is not known at this time. As all of the Plan's financial instruments are carried at fair value with fair value changes recognized in the statement of changes in net assets available for benefits, all changes in market conditions will directly affect the net increase (decrease) in net assets available for benefits. Market price risk is managed by the Administrator through construction of a diversified portfolio of instruments traded on various markets and across various industries.

As at June 30, 2021, had the unit prices of equity benchmarks increased or decreased by 10% and assuming there is a perfect positive correlation between the Plan's equity and pooled fund securities with all other variables held constant, the value of the Plan's total equities would have increased or decreased by approximately \$170.3 million or 6.6% of total net assets available for benefits (2020 - \$141.7 million or 6.3%). The unit price of the Plan's equity and pooled fund securities are affected by changes in market values, foreign exchange rates and interest rates impacting the underlying equity and debt instruments held within the Plan.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 6. Financial instruments (continued):

### (b) Associated risks (continued):

#### (ii) Interest rate risk:

Interest rate risk is the risk that the market value of the Plan's investments will fluctuate due to changes in market interest rates. The Plan is exposed to the risk that the fair value or future cash flows of an investment will fluctuate because of changes in the market interest rates. The Plan mitigates this risk by diversifying the maturity schedule of its fixed income securities.

As at June 30, 2021, had the prevailing interest rates increased or decreased by 1%, with all other variables held constant, the value of the debt securities component of the Plan would have increased or decreased, respectively, by approximately \$116 million or 4.5% of total net assets available for benefits (2020 - \$113.8 million or 5.1%).

#### (iii) Liquidity risk:

Liquidity risk is the risk that the Plan may be unable to meet pension payment obligations under both normal and stressed conditions in a timely manner and at a reasonable cost. Management of liquidity seeks to ensure that even under adverse conditions, the Plan has access to immediate cash that is necessary to cover benefits payable, withdrawals and other liabilities. The Statement of Investment Policies and Procedures requires the Plan's investments to be highly liquid, so they can be converted into cash on short notice. The Plan's exposure to liquidity risk is considered negligible.

The accrued expenses of the Plan are all due within 90 days or less.

The following table summarizes the contractual maturities of all fixed income securities as at June 30, 2021, by the earlier of contractual repricing or maturity dates:

Maturity range	2021		2020	
	Fair value	Percentage of fixed income	Fair value	Percentage of fixed income
0 to 5 years	\$ 122,109	14.0%	\$ 85,483	10.6%
5 to 10 years	79,854	9.2%	55,030	6.9%
Over 10 years	668,646	76.8%	662,759	82.5%
	\$ 870,609	100.0%	\$ 803,272	100.0%

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 6. Financial instruments (continued):

### (b) Associated risks (continued):

#### (iv) Foreign currency risk:

Foreign currency risk is the risk that fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The Plan invests in financial instruments denominated in various foreign currencies, other than its measurement currency. Consequently, the Plan is exposed to risks that the exchange of the various currencies may change in a manner that has an adverse effect on the value of the portion of the Plan's assets denominated in currencies other than the Canadian dollar. As at June 30, 2021 and June 30, 2020, the Plan held currency contracts which mitigated its exposure to currency risk. The Plan's overall currency positions and exposures are monitored on a regular basis by the Administrator.

The Plan's currency exposure of its investments as at June 30, 2021 is as follows:

	2021		2020	
	Canadian dollar equivalent	Percentage of total	Canadian dollar equivalent	Percentage of total
US dollar	\$ 718,428	27.7%	\$ 508,682	22.7%
Euro	150,371	5.8%	130,069	5.8%
Japanese Yen	98,365	3.8%	105,220	4.7%
Pound Sterling	63,215	2.4%	48,682	2.2%
Other	62,298	2.4%	72,802	3.2%
Swiss Franc	53,753	2.1%	29,613	1.3%
Danish Krone	25,143	1.0%	19,674	0.9%
Hong Kong Dollar	19,966	0.8%	22,052	1.0%
	<b>\$ 1,191,539</b>	<b>46.0%</b>	<b>\$ 936,795</b>	<b>41.8%</b>

As at June 30, 2021, if the Canadian dollar strengthened or weakened by 5% in each respective foreign currency, with all other factors remaining constant, the following table summarizes the estimated impacts:

	2021		2020	
	Net exposure	Estimated impact	Net exposure	Estimated impact
US dollar	\$ 718,428	\$ 35,921	\$ 508,682	\$ 25,434
Euro	150,371	7,519	130,069	6,503
Japanese Yen	98,365	4,918	105,220	5,261
Pound Sterling	63,215	3,161	48,682	2,434
Other	62,298	3,115	72,802	3,640
Swiss Franc	53,753	2,688	29,613	1,481
Danish Krone	25,143	1,257	19,674	984
Hong Kong Dollar	19,966	998	22,052	1,103
	<b>\$ 1,191,539</b>	<b>\$ 59,577</b>	<b>\$ 936,795</b>	<b>\$ 46,840</b>

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 6. Financial instruments (continued):

### (b) Associated risks (continued):

#### (v) Credit risk:

Credit risk is the risk that an issuer or counterparty will be unable or unwilling to meet a commitment that it has entered into with the Plan. Credit risk is generally higher when a non-exchange traded financial instrument is involved because the counterparty for non-exchange traded financial instruments is not backed by an exchange clearing house. The Plan policy does not permit investments in below investment grade securities. The credit risk is minimized by dealing with borrowers considered to be of high quality and by monitoring their credit risk. The Plan records all investments at fair value and therefore the values reflected in the statement of net assets available for benefits represent the maximum credit exposure to the Plan.

The following is a summary of the June 30, 2021 weighted average of funds invested, and the respective allocation targets:

Policy Asset Mix %				
	Asset Mix %	Minimum	Benchmark	Maximum
Canadian equities	14.8	8.0	13.0	18.0
U.S. equities	23.0	15.0	20.0	25.0
Non-North American equities	16.0	10.0	15.0	20.0
Global equities	7.2	-	7.0	14.0
Real assets <sup>1</sup>	5.0	5.0	10.0	15.0
<b>Total equities and real assets</b>	<b>66.0</b>		<b>65.0</b>	
Fixed income	33.6	20.0	35.0	50.0
Cash and short term investments	0.4	-	-	10.0
<b>Total fixed income</b>	<b>34.0</b>		<b>35.0</b>	
<b>Total</b>	<b>100.0</b>		<b>100.0</b>	

<sup>1</sup>Real assets includes real estate and infrastructure investments.

The Total Fund Benchmark Portfolio and Asset Mix guidelines states that a minimum of 50% to a maximum of 80% of the total fund's assets by market value can be invested in equities and real assets. The Total Fund Benchmark Portfolio and Asset Mix Policy also states a minimum of 20% to a maximum of 50% of the total fund's assets can be invested in fixed income which includes cash and short term investments.

**THE CONTRIBUTORY PENSION PLAN FOR  
SALARIED EMPLOYEES OF MCMASTER UNIVERSITY  
INCLUDING MCMASTER DIVINITY COLLEGE 2000**

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

**6. Financial instruments (continued):**

(b) Associated risks (continued):

(v) Credit risk (continued):

The following is a summary of the Plan's investments in interest-bearing financial instruments and the Plan's exposure to credit risk as at June 30, 2021:

Credit rating	2021		2020	
	Fair value	Percentage of portfolio	Fair value	Percentage of portfolio
AAA	\$ 226,064	26.0%	\$ 206,105	25.7%
AA	398,759	45.8%	370,684	46.1%
A	154,091	17.7%	144,435	18.0%
BBB	91,695	10.5%	82,048	10.2%
	\$ 870,609	100.0%	\$ 803,272	100.0%

(c) Interest-bearing investments:

The following information is provided in respect of interest-bearing investments in the Master Trust Fund:

	2021		2020	
	Investment total	Average effective yield	Investment total	Average effective yield
Short-term notes and treasury bills	\$ 15,080	0.0%	\$ 12,960	0.4%

The average effective yield is the rate at which the future cash flows of the instrument must be discounted to arrive at the fair value of the instrument.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE 2000

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 7. Capital risk management:

The capital of the Plan is represented by the net assets available for benefits. The main objective of the defined benefit Plan is to ensure the security of the promised pension benefits under the Plan. The Plan fulfils its primary objective by adhering to specific investment policies outlined in its Statement of Investment Policies and Procedures (the "SIP&P"), which is reviewed annually by the Pension Committee. The Plan's risk management strategy has not changed due to the COVID-19 pandemic. The Plan manages net assets available for benefits by engaging knowledgeable investment managers who are charged with the responsibility of investing existing funds and new funds (contributions) in accordance with the approved SIP&P. For the year ended June 30, 2021 the Plan followed the most recently effective SIP&P which was amended effective December 17, 2020. The latest amendment to the SIP&P included updates to align with industry practice and to reflect regulatory requirements, as well as updates to eligible investments, manager mandates, and investment mix.

The Plan's investment managers and other consultants as at June 30, 2021 are as follows:

<b>Services</b>	<b>Managers and Consultants</b>
Investment Consultant	Aon Hewitt Associates
Investment Managers	BentallGreenOak (Canada) Limited Partnership BlackRock Asset Management Canada Limited BlackRock Institutional Trust Company, N.A. Jarislowsky Fraser & Company Limited Grantham, Mayo, van Otterloo & Company RBC Global Asset Management T.Rowe Price (Canada), Inc. State Street Global Advisors Limited Walter Scott & Partners Limited IFM Investors (US) LLC Mawer Investment Management Ltd. Axiom Infrastructure
Actuary	Mercer Human Resources Consulting Ltd.
Custodian/Trustee	CIBC Mellon Trust Company

Although there are no regulatory requirements relating to the level of net assets available for benefits, the funding to be maintained by the defined benefit Plan is determined through triennial actuarial valuations. No contributions remain past due as of June 30, 2021. The Pension Plan investments fell within the asset mix target ranges for the Plan as at June 30, 2021.

The Plan is required to file fund financial statements with FSRA annually.

**DRAFT**

Fund Financial Statements of

**THE CONTRIBUTORY PENSION PLAN  
FOR SALARIED EMPLOYEES  
OF McMASTER UNIVERSITY INCLUDING  
McMASTER DIVINITY COLLEGE**

And Independent Auditors' Report thereon

Year ended June 30, 2021

Registration Number 0215400



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Commerce Place  
21 King Street West, Suite 700  
Hamilton Ontario L8P 4W7  
Canada  
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## INDEPENDENT AUDITORS' REPORT

To the Administrator of The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College

### **Opinion**

We have audited the accompanying fund financial statements of The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College (the "Plan"), which comprise:

- the statement of net assets available for benefits as at June 30, 2021
- the statement of changes in net assets available for benefits for the year then ended
- and notes to the fund financial statements, including a summary of significant accounting policies and other explanatory information.

(Hereinafter referred to as the "fund financial statements").

In our opinion, the accompanying fund financial statements, present fairly, in all material respects, the net assets available for benefits of the Plan as at June 30, 2021, and its changes in net assets available for benefits for the year then ended in accordance with the financial reporting provisions of Section 76 of Regulations of the Pension Benefits Act (Ontario).

### **Basis for Opinion**

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditors' Responsibilities for the Audit of the Financial Statements" section of our auditors' report.

We are independent of the Plan in accordance with the ethical requirements that are relevant to our audit of the fund financial statements in Canada and we have fulfilled our other responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

***Emphasis of Matter – Financial Reporting Framework***

We draw attention to Note 1(a) in the fund financial statements, which describes the applicable financial reporting framework and the purpose of the financial statements. The fund financial statements are prepared to assist the Administrator of the Plan to meet the requirements of Section 76 of Regulations of the Pension Benefits Act (Ontario).

As a result, the fund financial statements may not be suitable for another purpose.

Our opinion is not modified in respect of this matter.

***Responsibilities of Management and Those Charged with Governance for the Financial Statements***

Management is responsible for the preparation and fair presentation of the fund financial statements in accordance with the financial reporting provisions of Section 76 of Regulations of the Pension Benefits Act (Ontario), and for such internal control as management determines is necessary to enable the preparation of fund financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the fund financial statements, management is responsible for assessing the Plan's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Plan or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Plan's financial reporting process.

***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the fund financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the fund financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the fund financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Plan's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Plan's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the fund financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Plan to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the fund financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

DRAFT

November 18, 2021  
Hamilton, Canada

**THE CONTRIBUTORY PENSION PLAN FOR  
SALARIED EMPLOYEES OF MCMASTER UNIVERSITY  
INCLUDING MCMASTER DIVINITY COLLEGE**

Statement of Net Assets Available for Benefits  
(in thousands of dollars)

June 30, 2021, with comparative information for 2020

	2021	2020
<b>Assets</b>		
Employer contributions receivable	\$ 9	\$ 9
Employee contributions receivable	2	2
Investment in Master Trust (note 2)	5,275	4,489
<b>Total assets</b>	<b>5,286</b>	<b>4,500</b>
<b>Liabilities</b>		
Fees payable and accrued liabilities	25	10
<b>Net assets available for benefits</b>	<b>\$ 5,261</b>	<b>\$ 4,490</b>

See accompanying notes to fund financial statements.

On behalf of the Administrator:

\_\_\_\_\_  
Saher Fazilat  
Vice-President (Operations and Finance)  
McMaster University

\_\_\_\_\_  
Deidre Henne  
Assistant Vice-President (Administration) & CFO  
McMaster University

**THE CONTRIBUTORY PENSION PLAN FOR  
SALARIED EMPLOYEES OF MCMASTER UNIVERSITY  
INCLUDING MCMASTER DIVINITY COLLEGE**

Statement of Changes in Net Assets Available for Benefits  
(in thousands of dollars)

June 30, 2021, with comparative information for 2020

	2021	2020
<b>INCREASE IN NET ASSETS</b>		
Investment income allocated by the Master Trust Fund (note 4):		
Investment income	\$ 106	\$ 113
Net realized gain on sale of investments	137	137
<u>Net realized gain on sale of units in the Master Trust Fund</u>	<u>36</u>	<u>23</u>
	279	273
Change in net unrealized gain in investments	506	-
	785	273
Contributions:		
Employer current service	114	111
<u>Employee required</u>	<u>32</u>	<u>31</u>
	146	142
	931	415
<b>DECREASE IN NET ASSETS</b>		
Change in net unrealized loss in investments	-	55
Payments to members:		
Pension benefits	91	141
<u>Termination benefits</u>	<u>7</u>	<u>-</u>
	98	141
Expenses:		
Professional	40	33
Investment managers	10	8
Audit	8	8
Trustee and custodial	2	4
Pension filing	1	1
<u>Administrative (note 5)</u>	<u>1</u>	<u>1</u>
	62	55
	160	251
Net increase in net assets available for benefits	771	164
Net assets available for benefits, beginning of year	4,490	4,326
<u>Net assets available for benefits, end of year</u>	<u>\$ 5,261</u>	<u>\$ 4,490</u>

See accompanying notes to fund financial statements.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

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The Contributory Pension Plan for Salaried Employees of McMaster University Including McMaster Divinity College (the "Plan") is a defined benefit registered pension plan in the Province of Ontario under registration number 0215400, the Administrator of which is McMaster University.

McMaster University operates the Master Trust Fund to facilitate the collective management of the investment assets for pension plans of McMaster University and Divinity College. These fund financial statements reflect the consolidation of net assets held by the Plan directly and its share of the net assets of the Master Trust Fund.

The Plan is operated in accordance with the Trust and Custodial Services Agreement dated July 1, 2000, between McMaster University (the "Administrator") and CIBC Mellon Trust Company (the "Trustee").

## 1. Significant accounting policies:

### (a) Basis of presentation:

The Financial Services Regulatory Authority of Ontario ("FSRA") replaced The Financial Services Commission of Ontario ("FSCO") effective June 2019. As permitted by FSRA under Section 76 of the Regulations to the Pension Benefits Act (Ontario), the Plan has prepared fund financial statements in accordance with Canadian accounting standards for pension plans as outlined under CPA Canada Handbook Section 4600, excluding pension obligations and any resulting surplus or deficit.

In selecting or changing accounting policies that do not relate to its investment portfolio or pension obligations, Section 4600 requires the Plan to comply (on a consistent basis) with either International Financial Reporting Standards (IFRS) - Part I of CPA Canada Handbook - Accounting or Canadian Accounting Standards for Private Enterprises - Part II of CPA Canada Handbook - Accounting. The plan has chosen to comply on a consistent basis with IFRS.

These fund financial statements have been prepared to assist the Administrator of the Plan in meeting the requirements of the Financial Services Regulatory Authority of Ontario. As a result, these fund financial statements may not be suitable for another purpose.

These fund financial statements of the Plan do not purport to show the adequacy of the Plan's assets to meet its pension obligation. Such an assessment requires additional information, such as the Plan's actuarial reports and information about McMaster University including McMaster Divinity College's financial health.

### (b) Basis of measurement:

The fund financial statements have been prepared on the historical cost basis, except for investments and derivative financial instruments which are measured at fair value through the statement of changes in net assets available for benefits.

### (c) Functional and presentation currency:

These fund financial statements are presented in Canadian dollars, which is the Plan's functional currency.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

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## 1. Significant accounting policies (continued):

### (d) Financial assets and financial liabilities:

#### (i) Non-derivative financial assets:

Financial assets are recognized initially on the trade date, which is the date that the Plan becomes a party to the contractual provisions of the instrument. Upon initial recognition, attributable transaction costs are recognized in the statement of changes in net assets available for benefits as incurred.

The Plan measures all of its investments at fair value through the statement of changes in net assets available for benefits.

All other non-derivative financial assets including contributions receivable are measured at amortized cost.

The Plan derecognizes a financial asset when the contractual rights to the cash flows from the asset expire, or it transfers the rights to receive the contractual cash flows in a transaction in which substantially all the risks and rewards of ownership of the financial asset are transferred or in which the Plan neither transfers nor retains substantially all the risks and rewards of ownership and does not retain control of the financial asset.

On de-recognition of a financial asset, the difference between the carrying amount of the asset and consideration received is recognized in the statement of changes in net assets available for benefits as a net realized gain (loss) on sale of investments.

#### (ii) Non-derivative financial liabilities:

All financial liabilities are recognized initially on the trade date at which the Plan becomes a party to the contractual provisions of the instrument.

The Plan derecognizes a financial liability when its contractual obligations are discharged, cancelled or expired.

Financial assets and liabilities are offset and the net amount presented in the statement of net assets when, and only when, the Plan has a legal right to offset the amounts and it intends either to settle on a net basis or to realize the asset and settle the liability simultaneously.

The Plan considers its fees payable and accrued liabilities to be a non-derivative financial liability.

#### (iii) Derivative financial instruments:

Derivative financial instruments are recognized initially at fair value and attributable transaction costs are recognized in the statement of changes in net assets available for benefits as incurred. Subsequent to initial recognition, derivatives are measured at fair value, and all changes are recognized immediately in the statement of changes in net assets available for benefits.

### (e) Fair value measurement:

Fair value is the amount for which an asset could be exchanged, or a liability settled, between knowledgeable, willing parties in an arm's length transaction on the measurement date.

In determining fair value, the Plan follows the guidance in IFRS 13, Fair Value Measurement ("IFRS 13") in Part I of the CPA Canada Handbook. As allowed under IFRS 13, if an asset or a liability measured at fair value has a bid and an ask price, the price within the bid-ask spread that is the most representative of fair value in the circumstances shall be used to measure fair value. The Plan uses closing market price as a practical expedient for fair value measurement.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

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## 1. Significant accounting policies (continued):

### (e) Fair value measurement (continued):

When available, the Plan measures the fair value of an instrument using quoted prices in an active market for that instrument. A market is regarded as active if quoted prices are readily and regularly available and represent actual and regularly occurring market transactions on an arm's length basis.

If a market for a financial instrument is not active, then the Plan establishes fair value using a valuation technique. Valuation techniques include using recent arm's length transactions between knowledgeable, willing parties (if available), reference to the current fair value of other instruments that are substantially the same, discounted cash flow analyses and option pricing models.

The best evidence of the fair value of a financial instrument at initial recognition is the transaction price, i.e. the fair value of the consideration given or received, unless the fair value of that instrument is evidenced by comparison with other observable current market transactions in the same instrument or based on a valuation technique whose variables include only data from observable markets. When transaction price provides the best evidence of fair value at initial recognition, the financial instrument is initially measured at the transaction price and any difference between this price and the value initially obtained from a valuation model is subsequently recognized in profit or loss on an appropriate basis over the life of the instrument but not later than when the valuation is supported wholly by observable market data or the transaction is closed out.

All changes in fair value, other than interest and dividend income are recognized in the statement of changes in net assets available for benefits as part of the change in net unrealized gains.

Pooled funds are valued at the unit values supplied by the pooled fund administrator, which represent the Plan's proportionate share of underlying net assets at fair value using closing market prices.

Investments are stated at fair value. Fair values of investments including those held within the Master Trust are determined as follows:

- i) Bonds and equities are valued at year-end quoted closing prices where available. Where quoted prices are not available, estimated fair values are calculated using comparable securities.
- ii) Short-term notes, treasury bills and term deposits maturing within a year are stated at cost, which together with accrued interest income approximates fair value given the short-term nature of these investments.
- iii) Pooled funds are valued at the unit values supplied by the pooled fund administrator, which represent the Plan's proportionate share of underlying net assets at fair values determined using closing market prices.
- iv) Investments in derivative financial instruments, including futures, forwards and option contracts, are valued at year-end quoted market prices where available. Where quoted prices are not available, values are determined using pricing models, which take into account current market and contractual prices of the underlying instruments, as well as time value and yield curve or volatility factors underlying the positions.

Unrealized gains and losses on derivative financial instruments, net of premiums paid or received on options contracts, are included in derivative contracts investments.

Investment transactions are accounted for on the trade date.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

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## 1. Significant accounting policies (continued):

(f) Investment income:

Investment income, which is recorded on the accrual basis, includes interest income, dividends and pooled fund distributions.

(g) Change in net unrealized gain in investments:

The change in net unrealized gain or loss in investments is the change in the difference between the fair value and cost of investments from the beginning to the end of the year.

(h) Foreign currency:

Transactions in foreign currencies are translated into Canadian dollars at the exchange rate at the dates of the transactions. Monetary assets and liabilities denominated in foreign currencies at the reporting date are retranslated into Canadian dollars at the exchange rate at the reporting date. The fair values of foreign currency denominated investments are translated into Canadian dollars at the reporting date rates of exchange. Gains and losses arising from transactions are included in investment income within the statement of changes in net assets available for benefits.

(i) Net realized gain or loss on sales of investments:

The net realized gain on sale of investments represents the difference between proceeds received and the average cost of investments sold.

The net realized gain or loss on sale of units in the Master Trust Fund represents the difference between the proceeds received and the average cost of the units sold.

(j) Income taxes:

The Plan is a Registered Pension Trust as defined by the Income Tax Act (Canada) and, accordingly, is not subject to income taxes.

(k) Use of estimates:

The preparation of the fund financial statements requires management to make judgments, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets and liabilities at the date of the statement of net assets and the reported amounts of changes in net assets available for benefits during the year. Actual results may differ from those estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognized in the period in which the estimates are revised and in any future years affected.

## THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

### 2. Investment in Master Trust:

Details of the Master Trust Fund investments are as follows:

	2021		2020	
	Cost	Fair Value	Cost	Fair value
Canadian short-term notes and treasury bills	\$ 14,900	\$ 14,900	\$ 12,280	\$ 12,280
Foreign short-term notes and treasury bills	176	180	681	680
Canadian common and preferred equities	116,450	191,361	146,321	199,527
Foreign common and preferred equities	-	-	37,605	57,851
Canadian fixed income pool funds	865,139	870,609	716,896	803,272
Canadian real estate pooled fund investments	22,754	24,750	22,066	23,355
Global infrastructure	96,028	103,520	67,500	68,067
Canadian equity pool fund investments	160,387	186,786	224,843	198,447
Foreign equity pool fund investments	701,829	1,196,785	547,912	869,392
Net foreign exchange contracts (payable) receivable	-	(13,468)	-	6,317
	1,977,663	2,575,423	1,776,104	2,239,188
Cash	4,844	4,844	6,674	6,674
Receivables	10,418	10,418	13,750	13,750
Accrued investment income	440	440	389	389
Accounts payable	(318)	(318)	(20,000)	(20,000)
	\$ 1,993,047	\$ 2,590,807	\$ 1,776,917	\$ 2,240,001

This allocation of the investment in the Master Trust Fund to the respective pension plans is as follows:

	2021		2020	
	Units	Fair Value	Units	Fair value
The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College 2000	6,586,387	\$ 2,585,532	6,652,555	\$ 2,235,512
The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College	13,437	5,275	13,358	4,489
		\$ 2,590,807		\$ 2,240,001

The cost of the units held in Master Trust Fund by the Plan at June 30, 2021 was \$4,143 (2020 - \$3,935).

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

### 3. Statutory disclosures:

The following information is provided in respect of individual investments in the Master Trust Fund with a fair value in excess of 1% of the Master Trust Fund as at June 30, 2021 as required by the Pension Benefits Act (Ontario).

(a) Pooled fund investments:

Fund name	Fund operator	Nature of investments held	Fair value
BlackRock Long Bond Index Class A	BlackRock	Canadian bonds and debentures	\$ 580,916
BlackRockRussell 1000 Alpha Tilts Fund B	BlackRock	U.S. equities	462,576
Black Rock Universe Index Class A	BlackRock	Canadian bonds and debentures	289,693
NCS Canadian Institutional Trusts	Walter Scott	Non-North American equities	233,835
GMO International Opportunities Equity Allocation Fund	GMO	Non-North American equities	174,864
WWISE Canadian Fundamental Equity	WWISE	Canadian equities	172,919
T Rowe Price US Large Cap Core Corp Growth Equity	T Rowe Price	U.S. equities	136,085
RBC Global Asset Management PH&N Institutional	RBC	Global equities	107,548
Mawer Global Equity Fund	Mawer	Global equities	79,059
IFM Global Infrastructure L.P. Class A Interests	IFM (Canada)	Global infrastructure	76,688
Axium Infrastructure Global Infrastructure	Axium	Global infrastructure	26,832

## THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

#### 4. Investment income:

Details of the investment income earned by the Master Trust Fund are as follows:

	2021	2020
Cash	\$ 7	\$ -
Short-term notes and treasury bills	(48)	131
Canadian common and preferred equities	51,841	4,141
Foreign common and preferred equities	31,785	16,793
Bonds and debentures	-	5,978
Pooled fund investments	103,701	89,429
Foreign exchange gains (losses) including derivatives	58,406	(15,527)
	<u>\$ 245,692</u>	<u>\$ 100,945</u>

The allocation of the investment income to the respective pension plans is as follows:

	2021	2020
The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College 2000	\$ 136,288	\$ 138,260
The Contributory Pension Plan for Salaried Employees of McMaster University including McMaster Divinity College	279	273
	<u>\$ 136,567</u>	<u>\$ 138,533</u>
Timing difference between the realization of investment income in the Master Trust Fund and its allocation to the participating Pension Trust Funds	109,125	(37,588)
	<u>\$ 245,692</u>	<u>\$ 100,945</u>

#### 5. Related party transactions:

McMaster University provides certain administrative services to the Plan which is recorded at the amount agreed to by the parties. The cost for these services for the year ended June 30, 2021 was \$1 (2020 - \$1), and is included in administrative expenses in the statement of changes in net assets available for benefits.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 6. Financial instruments:

The investment objectives of the Plan are to efficiently fund the benefits of the participating plan members. As part of the risk management process, the Administrator has established a diversification policy, set rate of return objectives and developed specific investment guidelines.

### (a) Fair value:

The fair value of investments is disclosed in note 2. The fair value of the Plan's other financial assets and liabilities, being contributions receivable and fees payable and accrued liabilities, approximate their carrying values due to the short-term nature of these financial instruments.

Fair value measurements recognized in the statement of net assets available for benefits are categorized using a fair value hierarchy that reflects the significance of inputs used in determining the fair values.

- Level 1 - unadjusted quoted prices in active markets for identical assets or liabilities;
- Level 2 - inputs other than quoted prices included in Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3 - inputs for assets and liabilities that are not based on observable market data.

The Plan's investment in Master Trust is classified as Level 2. The following table presents the classification of the investments held within the Master Trust as at June 30, 2021, using the fair value hierarchy:

2021	Level 1	Level 2	Level 3	Total
Canadian short-term notes and treasury bills	\$ -	\$ 14,900	\$ -	\$ 14,900
Foreign short-term notes and treasury bills	-	180	-	180
Canadian common and preferred equities	191,361	-	-	191,361
Canadian fixed income pool funds	-	870,609	-	870,609
Canadian real estate pooled fund investments	-	24,750	-	24,750
Global infrastructure	-	103,520	-	103,520
Canadian equity pool fund investments	-	186,786	-	186,786
Foreign equity pool fund investments	-	1,196,785	-	1,196,785
Net foreign exchange contracts payable	-	(13,468)	-	(13,468)
	\$ 191,361	\$ 2,384,062	\$ -	\$ 2,575,423

## THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

### 6. Financial instruments (continued):

(a) Fair value (continued):

2020	Level 1	Level 2	Level 3	Total
Canadian short-term notes and treasury bills	\$ -	\$ 12,280	\$ -	\$ 12,280
Foreign short-term notes and treasury bills	-	680	-	680
Canadian common and preferred equities	199,527	-	-	199,527
Foreign common and preferred equities	57,851	-	-	57,851
Canadian fixed income pool funds	-	803,272	-	803,272
Canadian real estate pooled fund investments	-	23,355	-	23,355
Global infrastructure	-	68,067	-	68,067
Canadian equity pool fund investments	-	198,447	-	198,447
Foreign equity pool fund investments	-	869,392	-	869,392
Net foreign exchange contracts receivable	-	6,317	-	6,317
	\$ 257,378	\$ 1,981,810	\$ -	\$ 2,239,188

(b) Associated risks:

(i) Market price risk:

Market price risk is the risk that the value of an instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to an individual investment, its issuer or all other factors affecting all instruments traded in the market. The COVID-19 pandemic and the measures taken to contain the virus continue to impact the market as a whole. The situation is dynamic and the ultimate duration and magnitude of the impact on the economy and the financial effect on the pension fund is not known at this time. As all of the Plan's financial instruments are carried at fair value with fair value changes recognized in the statement of changes in net assets available for benefits, all changes in market conditions will directly affect the net increase (decrease) in net assets available for benefits. Market price risk is managed by the Administrator through construction of a diversified portfolio of instruments traded on various markets and across various industries.

As at June 30, 2021, had the unit prices of equity benchmarks increased or decreased by 10% and assuming there is a perfect positive correlation between the Plan's equity and pooled fund securities with all other variables held constant, the value of the Plan's total equities would have increased or decreased by approximately \$341 or 6.6% of total net assets available for benefits (2020 - \$283 or 6.3%). The unit price of the Plan's equity and pooled fund securities are affected by changes in market values, foreign exchange rates and interest rates impacting the underlying equity and debt instruments held within the Plan.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 6. Financial instruments (continued):

### (b) Associated risks (continued):

#### (ii) Interest rate risk:

Interest rate risk is the risk that the market value of the Plan's investments will fluctuate due to changes in market interest rates. The Plan is exposed to the risk that the fair value or future cash flows of an investment will fluctuate because of changes in the market interest rates. The Plan mitigates this risk by diversifying the maturity schedule of its fixed income securities.

As at June 30, 2021, had the prevailing interest rates increased or decreased by 1%, with all other variables held constant, the value of the debt securities component of the Plan would have increased or decreased, respectively, by approximately \$232 or 4.4% of total net assets available for benefits (2020 - \$228 or 5.1%).

#### (iii) Liquidity risk:

Liquidity risk is the risk that the Plan may be unable to meet pension payment obligations under both normal and stressed conditions in a timely manner and at a reasonable cost. Management of liquidity seeks to ensure that even under adverse conditions, the Plan has access to immediate cash that is necessary to cover benefits payable, withdrawals and other liabilities. The Statement of Investment Policies and Procedures requires the Plan's investments to be highly liquid so they can be converted into cash on short notice. The Plan's exposure to liquidity risk is considered negligible.

The accrued expenses of the Plan are all due within 90 days or less.

The following table summarizes the contractual maturities of all fixed income securities as at June 30, 2021, by the earlier of contractual repricing or maturity dates:

Maturity range	2021		2020	
	Fair value	Percentage of fixed income	Fair value	Percentage of fixed income
0 to 5 years	\$ 244	14.0%	\$ 171	10.6%
5 to 10 years	160	9.2%	110	6.9%
Over 10 years	1,337	76.8%	1,326	82.5%
	\$ 1,741	100.0%	\$ 1,607	100.0%

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 6. Financial instruments (continued):

### (b) Associated risks (continued):

#### (iv) Foreign currency risk:

Foreign currency risk is the risk that fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The Plan invests in financial instruments denominated in various foreign currencies, other than its measurement currency. Consequently, the Plan is exposed to risks that the exchange of the various currencies may change in a manner that has an adverse effect on the value of the portion of the Plan's assets denominated in currencies other than the Canadian dollar. As at June 30, 2021 and June 30, 2020, the Plan held currency contracts which mitigated its exposure to currency risk. The Plan's overall currency positions and exposures are monitored on a regular basis by the Administrator.

The Plan's currency exposure of its investments as at June 30, 2021 is as follows:

	2021		2020	
	Canadian dollar equivalent	Percentage of total	Canadian dollar equivalent	Percentage of total
US dollar	\$ 1,437	27.7%	\$ 1,018	22.7%
Euro	301	5.8%	261	5.8%
Japanese Yen	197	3.8%	210	4.7%
Pound Sterling	126	2.4%	97	2.2%
Other	125	2.4%	146	3.2%
Swiss Franc	108	2.1%	59	1.3%
Danish Krone	50	1.0%	39	0.9%
Hong Kong Dollar	40	0.8%	44	1.0%
	\$ 2,384	46.0%	\$ 1,874	41.8%

As at June 30, 2021, if the Canadian dollar strengthened or weakened by 5% in each respective foreign currency, with all other factors remaining constant, the following table summarizes the estimated impacts:

	2021		2020	
	Net exposure	Estimated impact	Net exposure	Estimated impact
US dollar	\$ 1,437	\$ 72	\$ 1,018	\$ 51
Euro	301	15	261	13
Japanese Yen	197	10	210	11
Pound Sterling	126	6	97	5
Other	125	6	146	7
Swiss Franc	108	5	59	3
Danish Krone	50	3	39	2
Hong Kong Dollar	40	2	44	2
	\$ 2,384	\$ 119	\$ 1,874	\$ 94

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 6. Financial instruments (continued):

### (b) Associated risks (continued):

#### (v) Credit risk:

Credit risk is the risk that an issuer or counterparty will be unable or unwilling to meet a commitment that it has entered into with the Plan. Credit risk is generally higher when a non-exchange traded financial instrument is involved because the counterparty for non-exchange traded financial instruments is not backed by an exchange clearing house. The Plan policy does not permit investments in below investment grade securities. The credit risk is minimized by dealing with borrowers considered to be of high quality and by monitoring their credit risk. The Plan records all investments at fair value and therefore the values reflected in the statement of net assets available for benefits represent the maximum credit exposure to the Plan.

The following is a summary of the June 30, 2021 weighted average of funds invested, and the respective allocation targets:

Policy Asset Mix %				
	Asset Mix %	Minimum	Benchmark	Maximum
Canadian equities	14.8	8.0	13.0	18.0
U.S. equities	23.0	15.0	20.0	25.0
Non-North American equities	16.0	10.0	15.0	20.0
Global equities	7.2	-	7.0	14.0
Real assets <sup>1</sup>	5.0	5.0	10.0	15.0
<b>Total equities and real assets</b>	<b>66.0</b>		<b>65.0</b>	
Fixed income	33.6	20.0	35.0	50.0
Cash and short term investments	0.4	-	-	10.0
<b>Total fixed income</b>	<b>34.0</b>		<b>35.0</b>	
<b>Total</b>	<b>100.0</b>		<b>100.0</b>	

<sup>1</sup>Real assets includes real estate and infrastructure investments.

The Total Fund Benchmark Portfolio and Asset Mix guidelines states that a minimum of 50% to a maximum of 80% of the total fund's assets by market value can be invested in equities and real assets. The Total Fund Benchmark Portfolio and Asset Mix Policy also states a minimum of 20% to a maximum of 50% of the total fund's assets can be invested in fixed income which includes cash and short term investments.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 6. Financial instruments (continued):

(b) Associated risks (continued):

(v) Credit risk (continued):

The following is a summary of the Plan's investments in interest-bearing financial instruments and the Plan's exposure to credit risk as at June 30, 2021:

Credit rating	2021		2020	
	Fair value	Percentage of portfolio	Fair value	Percentage of portfolio
AAA	\$ 452	26.0%	\$ 412	25.7%
AA	798	45.8%	742	46.1%
A	308	17.7%	289	18.0%
BBB	183	10.5%	164	10.2%
	\$ 1,741	100.0%	\$ 1,607	100.0%

(c) Interest-bearing investments:

The following information is provided in respect of interest-bearing investments in the Master Trust Fund:

	2021		2020	
	Investment total	Average effective yield	Investment total	Average effective yield
Short-term notes and treasury bills	\$ 15,080	0.0%	\$ 12,960	0.4%

The average effective yield is the rate at which the future cash flows of the instrument must be discounted to arrive at the fair value of the instrument.

# THE CONTRIBUTORY PENSION PLAN FOR SALARIED EMPLOYEES OF MCMASTER UNIVERSITY INCLUDING MCMASTER DIVINITY COLLEGE

Notes to Fund Financial Statements  
(in thousands of dollars)

Year ended June 30, 2021

## 7. Capital risk management:

The capital of the Plan is represented by the net assets available for benefits. The main objective of the defined benefit Plan is to ensure the security of the promised pension benefits under the Plan. The Plan fulfils its primary objective by adhering to specific investment policies outlined in its Statement of Investment Policies and Procedures (the "SIP&P"), which is reviewed annually by the Pension Committee. The Plan's risk management strategy has not changed due to the COVID-19 pandemic. The Plan manages net assets available for benefits by engaging knowledgeable investment managers who are charged with the responsibility of investing existing funds and new funds (contributions) in accordance with the approved SIP&P. For the year ended June 30, 2021 the plan followed the most recently effective SIP&P which was amended effective December 17, 2020. The latest amendment to the SIP&P included updates to align with industry practice and to reflect regulatory requirements, as well as updates to eligible investments, manager mandates, and investment mix.

The Plan's investment managers and other consultants as at June 30, 2021 are as follows:

<b>Services</b>	<b>Managers and Consultants</b>
Investment Consultant	Aon Hewitt Associates
Investment Managers	BentallGreenOak (Canada) Limited Partnership BlackRock Asset Management Canada Limited BlackRock Institutional Trust Company, N.A. Jarislowsky Fraser & Company Limited Grantham, Mayo, van Otterloo & Company RBC Global Asset Management T.Rowe Price (Canada), Inc. State Street Global Advisors Limited Walter Scott & Partners Limited IFM Investors (US) LLC Mawer Investment Management Ltd. Axiom Infrastructure
Actuary	Mercer Human Resources Consulting Ltd.
Custodian/Trustee	CIBC Mellon Trust Company

Although there are no regulatory requirements relating to the level of net assets available for benefits, the funding to be maintained by the defined benefit Plan is determined through triennial actuarial valuations. No contributions remain past due as of June 30, 2021. The Pension Plan investments fell within the asset mix target ranges for the Plan as at June 30, 2021.

The Plan is required to file fund financial statements with FSRA annually.



UNIVERSITY SECRETARIAT  
• Board of Governors  
• Senate

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**REPORT TO THE BOARD OF GOVERNORS**  
*from the*  
**AUDIT and RISK COMMITTEE**

**i. Health, Safety and Risk Management Report**

At its meeting on December 2, 2021, the Audit and Risk Committee reviewed for information, the attached Health, Safety and Risk Management Report.

**Board of Governors: FOR INFORMATION**  
**December 9, 2021**

## **Health, Safety and Risk Management Report**

### **Report 2021-4 for the period September 25, 2021 – November 17, 2021**

The Health, Safety and Risk Management (HSRM) unit of Human Resources Services incorporates Environmental and Occupational Health Support Services (EOHSS), Employee Health Services (EHS) and works in cooperation with others with other University partners to promote the health, safety, wellness and engagement of all McMaster employees.

#### **Executive Summary**

- COVID-19 continues to impact McMaster as the community focuses on Back to Mac for Winter 2022.
- Health, Safety & Risk Management (HSRM) actively supports the University's COVID-19 response providing expert health and safety guidance and programming.
- The Return to Campus Operations group continues to meet regularly providing a forum for discussion and decisions as needed to support the University's response to the pandemic.
- The Ministry of Labour Training and Skills Development attended campus in response to a notice of critical injury reported by the University.

#### **1. Training and Loss Prevention Initiatives**

- The Environmental and Occupational Health Support Services (EOHSS) team provides ongoing health and safety support and programming for those faculty, staff and students delivering onsite activities with a focus on Winter 2022.
- The University continues to expand opportunities for in-person student events. In November 2021, recognized student groups were permitted to begin conducting events at off campus locations with appropriate COVID protocols in place. This is highly valuable to the student experience at McMaster. The EOHSS team continues to provide risk management advice on this continued expansion of student events and activity.
- Regular COVID-19 updates continue to be provided at both the Central Joint Health and Safety Committee (CJHSC) and the 28-area joint health and safety committees. This enables committees to remain up-to-date and also provides an opportunity for discussion of local issues. Most committees meet monthly or at least every 90 days as per Occupational Health and Safety Act requirements.
- The HSRM team published the quarterly Workplace Wellbeing Newsletter in October 2021. This edition focused on ergonomics, slips, trips & falls and updates to the health and safety training process. The newsletter also included a new feature section titled 'Spotlight on Safety Leader' as an innovative opportunity to encourage safety leadership

across the University

- The HSRM team continually monitors the Provincial COVID-19 self-assessment tool for updates and works collaboratively with University Technology Services to ensure that the MacCheck digital tool contains current screening information for all members of the University community, in alignment with provincial health guidelines.
- New guidance on eating/drinking compliance with Provincial COVID-19 regulations was produced with key support from EOHSS and shared with the McMaster community. Current provincial guidelines outline different requirements for patrons of restaurants compared to those eating in a workplace with co-workers. As a university campus, McMaster has both settings across its locations, as well as food courts, catering venues and concession stands, requiring careful application of guidance.
- The University is participating in the new Excellence Program as launched by the Workplace Safety and Insurance Board (WSIB). The EOHSS team has successfully submitted three topic-specific modules and received approval from the WSIB. This program provides opportunity for a financial reduction of the WSIB premium for the University.

**2. Government Relations and External Inspections/Audits**

- The Ministry of Labour, Skills Development and Training visited campus on November 1, 2021 as a result of a notification of a critical injury that occurred on the University property line between the Engineering Technology Building and the City of Hamilton sidewalk. An investigation was completed, and no orders were issued.

**3. Employee Health Services Summary**

**3.1 Critical Injuries**

- One critical injury was reported during this period as noted above.

**3.2 WSIB Lost Time and Health Care Claims Update**

	2018	2019	2020	2021 Jan – Oct 31
Lost Time Claims	20	33	3	10
Lost Time Days	127	363	23	79
Approved Health Care Claims	69	69	26	23

### 2022 WSIB Rate Framework

In January 2020 WSIB introduced a new Rate Framework to replace the previous NEER rating framework. The new approach uses a two-step approach to set and adjust premium rates for businesses.

- Determines an average rate for each industry class
- Considers individual business claim history and compares this to the rest of the business in the same class.

As such the overall rate under the new model will reflect the organizations individual claims experience and risk.

The following is McMaster's current rating details based on the Education Sector and McMaster's individual performance for the period of 2015 – 2021.

<b>McMaster's 2021 WSIB Rating Details</b>				
(2012-2022)				
Predominant Class	Predictability	Education Sector Class Rate	McMaster University Current Rate	McMaster University Rate 2022
D1 - Education	100%	\$0.34	\$0.24	\$0.23

The current and projected rates are lower than the class rate for the Education Sector indicating that McMaster's accident and lost time experience is better than the sector average. The Rate Framework allows for predictability and stability of rates. The WSIB will no longer be applying surcharge or rebates in this new Rate Framework. The next report to the Board in 2022 will reflect the premium paid by McMaster as a result of the new Framework.

#### **4. Workplace Wellness Initiatives**

Organizational wellness is supported by addressing the thirteen psychosocial factors related to the National Standard of Canada for Psychological Health and Safety in the Workplace. McMaster regularly hosts a wide range of activities and initiatives to promote wellness. Recent activities include:

- Delivered free employee well-being virtual sessions on topics relating to financial literacy, ergonomics, healthy communications, healthy movement, and the emotional effects of retirement
- Delivered three-part retirement planning series
- Authored and communicated multiple employee well-being newsletters promoting Healthy Workplace Month and Financial Literacy

Health, Safety and Risk Management Report 2021-4

- Organized, supported and/or delivered three well-being workshops for department or team retreats/education.
- Communicated monthly Homewood Health Newsletters.
- Provided support and coaching in alignment with Healthy Workplace Committee initiatives.
- Delivered full week of programming for MacMoves Campaign in collaboration with Athletics and Recreation
- Provided leadership half-day workshops regarding Dealing with Difficult Behaviours, and Managing the Impact of Change
- Provided strategic support to McMaster's Mental Health Task Force, Athletics and Recreation, Okanagan Physical Activity Working Group and Okanagan Special Funding Advisory Group.
- Developed and launched custom content surrounding Building a Healthy Workplace
- Executed Return to Mac sessions for leaders
- Developed and launched Hybrid Work Culture supports for leaders
- Developed and launched TMG Peer-to-Peer recognition plan
- Organized and delivered a three-day flu shot clinic for McMaster employees, resulting in over 400 vaccinations

Human Resources facilitates and delivers a wide variety of events for employees each year. A listing of upcoming events is available here: [https://hr.mcmaster.ca/news-events/upcoming\\_events/](https://hr.mcmaster.ca/news-events/upcoming_events/)

**REPORT TO THE BOARD OF GOVERNORS  
*from the*  
REMUNERATIONS COMMITTEE**

**i. Ratification of Tentative Agreement – Unifor Local 5555 Unit 3 (Parking Services)**

On November 29, 2021, the Remunerations Committee approved the ratification of the tentative agreement for Unifor Local 5555 Unit 3 (Parking Services) and now recommends it to the Board of Governors for approval.

The Remunerations Committee now recommends,

**that the Board of Governors approve the tentative agreement between McMaster University and Unifor Local 5555, Unit 3 (Parking Services) for a 3-year term effective October 1, 2021, and expiring September 30, 2024, with terms outlined in the circulated report.**

**Board of Governors: FOR APPROVAL  
December 9, 2021**

**CONFIDENTIAL**

**Request for Ratification of Tentative Agreement**

between

**McMaster University**

and

**Unifor Local 5555, Unit 3**

Representing Parking & Transit Services Employees

**Prepared for: Remunerations Committee**

***November 29, 2021***

## Background

The University has reached a tentative agreement for a 3-year renewal Collective Agreement, with Unifor Local 5555, Unit 3, representing parking and transit services employees. The bargaining unit includes 13 employees with a Total Compensation cost of **\$180,060.47**. Given the substantive impact of the pandemic and the severely reduced number of employees subject to layoff over the most recent year, the baseline costs associated with this unit are substantially lower than previous years. The baseline costing prior to entering the previous round of bargaining (September 2018) was **\$280,420,241**.

The Remunerations Committee approved the mandate for this round of collective bargaining in May 2021. The provincial legislation *Protecting a Sustainable Public Sector for Future Generations Act, 2019*, (the “Act”, previously referred to as Bill 124) restricts annual wage increases to 1%, and further restricts incremental increases to existing compensation entitlements to 1% (inclusive of wage increases). **The moderation period for this bargaining unit is: October 1, 2021, through to September 30, 2024.**

The tentative agreement achieved outcomes in alignment with the approved mandate, the Act, and the University’s Collective Bargaining Strategy, 2019-2021; including:

- *Fiscal Responsibility:*
  - financial outcomes within mandate and in compliance with the *Act*.
- *Inclusive Excellence:*
  - Achieved language in support of Employment Equity,
  - Added inclusive language and provisions in support of domestic violence leave enhancement (aligned with other groups) and racial justice advocate.
- *Labour Relations Stability*
  - Engaged in respectful and productive discussions.

The University and the Union agreed to recommend the ratification of the tentative agreement to their respective principals. Unifor notified the University that the bargaining unit voted in favour of ratification of this tentative agreement on October 6, 2021.

**The University’s Bargaining Team seeks the approval of the Remunerations Committee of the Board to recommend the ratification of the tentative agreement at the next Board of Governors meeting.**

## SUMMARY OF TERMS OF TENTATIVE AGREEMENT

### **Term and Cost:**

- 3-year term, beginning October 1, 2021, expiring September 30, 2024
- Total End-Rate cost of **2.946%** over the 3 year-term, in compliance with the Act and within the approved mandate of 3% over a 3 year-term. A document summarizing the costing of this agreement is attached.

### **Wages:**

- **Across-the-Board (“ATB”) Wage Increases:**
  - October 1, 2021 – 1.0%
  - October 1, 2022 – 1.0%
  - October 1, 2023 – 1.0%

### **Other Compensation Items:**

- Increase to Shift Leader Premium (from \$0.80 to \$1.00) for hours beyond 5pm
- Alignment / inclusion of Domestic Violence Leave including 5 additional paid days above Employment Standards Act entitlements (similar to other employee groups)
- Amended paid vacation accrual provisions to apply only on actual earnings during a leave of absence, rather than for the entire duration of the leave (a cost savings)
- Benefits aligned more closely with other hourly employee groups, as progress toward simplifying and streamlining benefits plans

### **Other Provisions:**

- **Equity, Diversity and Inclusivity:**
  - Introduction of Racial Justice Advocate – an additional support from Unifor to support employees experiencing racism or race-related concerns and who may wish to discuss these experiences or concerns with someone who has lived experience, knowledge and skills related to racial justice
  - Affirmed the parties’ joint commitment to Employment Equity
  - Recognition of March 21 – a moment of silence on the International Day for the Elimination of Racial Discrimination
- **Operational Flexibility:**
  - Achieved additional flexibility in scheduling, which will support Part-time staff engagement and recruitment as well as overall operational needs

**Unifor Unit 3, Parking and Transit Services Negotiations 2021  
Summary of Bargaining Cost Changes Relative to Total Compensation**

End Rate Analysis

	Effective Date	Subject	Per Hour		Bargaining Adjustment	Total Dollars		% of Total Compensation
			Bargaining Adjustment	Total Compensation Hourly Rate		Annual Total Compensation	Bargaining Adjustment	
<b>Base Year Data (October 1, 2020 - September 30, 2021):</b>				<b>\$24.4678</b>		<b>\$180,060</b>		
<b>Year 1 (Oct 1, 2021 - Sept 30, 2022)</b>	October 1, 2021	Increase Wage Grid by 1%	\$0.2386		\$1,756		0.975%	
	October 1, 2021	Savings of accruing vacation only during the sub period for leaves	-\$0.0684		-\$503		-0.280%	
	October 1, 2021	Align UF3 to UF4 benefits (Health and Dental)	\$0.0636		\$468		0.260%	
	October 1, 2021	Increase Shift Leader Premium to \$1	\$0.0012		\$9		0.005%	
	October 1, 2021	Add 5 additional days of Domestic Violence Leave	\$0.0084		\$62		0.035%	
<b>Total Year 1:</b>			<b>\$0.2435</b>	<b>\$24.7113</b>	<b>\$1,792</b>	<b>\$181,852</b>	<b>0.995%</b>	
<b>Year 2 (Oct 1, 2022 - Sept 30, 2023)</b>	October 1, 2022	Increase Wage Grid by 1%	\$0.2386		\$1,773		0.975%	
<b>Total Year 2:</b>			<b>\$0.2386</b>	<b>\$24.9499</b>	<b>\$1,773</b>	<b>\$183,626</b>	<b>0.975%</b>	
<b>Year 3 (Oct 1, 2023 - Sept 30, 2024)</b>	October 1, 2023	Increase Wage Grid by 1%	\$0.2386		\$1,791		0.975%	
<b>Total Year 3:</b>			<b>\$0.2386</b>	<b>\$25.1885</b>	<b>\$1,791</b>	<b>\$185,417</b>	<b>0.975%</b>	
<b>Total Bargaining Cost over Contract Term:</b>			<b>\$0.7207</b>	<b>\$25.1885</b>	<b>\$5,357</b>	<b>\$185,417</b>		
							<b>Compounded Increase (Total Increase vs. Base Total Compensation):</b>	<b>2.946%</b>

Notes: Calculations may not add due to rounding.

Mandate Provision Maximum (Compounded) - 3 Year Term:	3.030%
Less: Total Overall End Rate Increase (Compounded):	2.946%
Unused Mandate Amount - 3 Year Term:	0.084%

**Unifor Unit 3, Parking and Transit Services Negotiations 2021  
Summary of Bargaining Cost Changes Relative to Total Compensation**

<u>Cash Flow Analysis</u>							
	Effective Date	Subject	Per Hour		Total Dollars		% of Total Compensation
			Bargaining Adjustment	Total Compensation Hourly Rate	Bargaining Adjustment	Annual Total Compensation <sup>(1)</sup>	One-time Payments
<b>Base Year Data (October 1, 2020 - September 30, 2021):</b>				<b>\$24.4678</b>		<b>\$180,060</b>	
<b>Year 1 (Oct 1, 2021 - Sept 30, 2022)</b>	October 1, 2021	Increase Wage Grid by 1%	\$0.2386		\$1,756		0.975%
	October 1, 2021	Savings of accruing vacation only during the sub period for leaves	-\$0.0684		-\$503		-0.280%
	October 1, 2021	Align UF3 to UF4 benefits (Health and Dental)	\$0.0636		\$468		0.260%
	October 1, 2021	Increase Shift Leader Premium to \$1	\$0.0012		\$9		0.005%
	October 1, 2021	Add 5 additional days of Domestic Violence Leave	\$0.0084		\$62		0.035%
	<b>Total Year 1:</b>		<b>\$0.2435</b>	<b>\$24.7113</b>	<b>\$1,792</b>	<b>\$0</b>	<b>0.995%</b>
	<i>Carry Forward from Year 1:</i>						0.000%
<b>Year 2 (Oct 1, 2022 - Sept 30, 2023)</b>	October 1, 2022	Increase Wage Rate by 1%	\$0.2386		\$1,773		0.975%
	<b>Total Year 2:</b>		<b>\$0.2386</b>	<b>\$24.9499</b>	<b>\$1,773</b>	<b>\$0</b>	<b>0.975%</b>
	<i>Carry Forward from Year 2:</i>						0.000%
<b>Year 3 (Oct 1, 2023 - Sept 30, 2024)</b>	October 1, 2023	Increase Wage Grid by 1%	\$0.2386		\$1,791		0.975%
	<b>Total Year 3:</b>		<b>\$0.2386</b>	<b>\$25.1885</b>	<b>\$1,791</b>	<b>\$0</b>	<b>0.975%</b>
	<b>Total Bargaining Cost over Contract Term:</b>		<b>\$0.7207</b>	<b>\$25.1885</b>	<b>\$5,357</b>	<b>\$0</b>	
					<b>Compounded Increase (Total Increase vs. Base Total Compensation):</b>		<b>2.946%</b>
	<i>Carry Forward from Year 3:</i>				\$0		0.000%
<b>Notes:</b>	<sup>(1)</sup> Calculations may not add due to rounding.						

Mandate Provision Maximum (Compounded) - 3 Year Term:	3.030%
Less: Total Overall End Rate Increase (Compounded):	2.946%
Unused Mandate Amount - 3 Year Term:	0.084%

**PRESIDENT'S REPORT TO  
McMASTER UNIVERSITY'S BOARD OF GOVERNORS  
DECEMBER 9, 2021**

**Returning to Campus: Supporting our Community**

As Board Members know, throughout the fall we have seen a gradual return to campus, with increasing numbers of students, faculty, and staff making use of our labs, classrooms, equipment, libraries, and campus-based resources. We have also been planning for the winter term and early in November the Provost and I issued a [joint letter](#) outlining our plans for winter, as well as the guiding principles that underpin our planning and decision making. One of our goals is to retain flexibility around working models, while building the sense of community across the campus that inspires students, supports intellectual curiosity, and encourages creativity. Individual units are being encouraged to develop approaches that will work for their areas, including pilot projects on ways to share work spaces, balance schedules, and manage meetings when people are in various locations, while striving to retain and build upon this important sense of community.

We also recognize that we have now been managing through the pandemic for a very long time and that this has taken its toll on members of our community in a variety of ways. For all members of our community, whether located onsite throughout the pandemic when the campus was very quiet, or working remotely and now adjusting to life back on campus, or to a hybrid arrangement, the New Year represents a significant period of change and transition. With this in mind we are focusing our efforts on providing the supports necessary to ensure a healthy transition to increased in-person activities after almost two years, while prioritizing the health, safety, and well-being of all members of our community.

As some Board Members will recall, in March 2017, McMaster signed the Okanagan Charter, and confirmed our institutional commitment to health and wellness across all aspects of our operations. Following the recommendation of the Virtual Learning Task Force in the fall of 2020, the University established the McMaster Okanagan Mental Health and Well-Being Task Force, which was asked to make recommendations to the University around mental health programming and policies affecting McMaster's students, faculty, and staff.

The Task Force focused on three distinct areas: mental health, well-being, and psychological health, and sought to understand the issues facing individual students, staff, and faculty, as well as considering the ways in which the university environment influences student, staff, and faculty mental health and well-being, both positively and negatively. The Task Force recently presented a series of ten recommendations designed to support these three critically important areas. The recommendations focus on helping our campus community, particularly students, locate high-quality mental health and well-being supports, care, and resources when needed, and on building psychological health and safety. The intention is to create the conditions at McMaster that allow students, staff, and faculty to move through this period of transition without experiencing unnecessary stress or distress, and enable them to perform to their full potential.

The recommendations are currently under consideration by the University administration, but work has already begun with regard to the proposed audit of the University's mental health

supports to identify any gaps in our current programs, policies, and processes. This audit will measure our performance against the National Psychological Health and Safety Standard for Post-Secondary Students. Notably, McMaster is one of the first institutions in Canada to undertake an audit against this standard. Once complete, the findings will help guide our approach in this important area.

The Task Force also recently released the *Compassionate Communication Toolkit* for University leaders. This toolkit includes information and advice for leaders on how best to communicate with team members during the important period of the transition back to campus. In addition, to supporting the focus on the health and well-being of our community more broadly, over the last year the Okanagan Special Project Funding Competition awarded funding to twelve different projects aimed at advancing health and well-being across campus. These included virtual well-being resources, exercise and wellness classes, mindfulness sessions, and a workshop focused on the return to in-person learning and work.

As Board Members are aware, the McMaster Student Wellness Centre plays a vital role with regard to supporting the health and well-being of our students. The Centre offers counselling, medical care, and health promotion services designed to meet the unique demands of our diverse student population. Current programming includes emotion management workshops, healthy relationship workshops, acceptance and commitment therapy sessions, a group addiction recovery program, and a peer mentorship program, to name just a few.

The recently announced increase to mental health service funding for the postsecondary sector by the provincial government will allow McMaster to increase the complement of counsellors from fifteen to twenty, and expand the Centre's capacity to assist students struggling with eating disorders, mood disorders, addictions, and other mental illnesses. A portion of this funding will also be allocated toward expanding counselling services designed specifically for Indigenous students. Student Accessibility Services has also undergone a reorganization and bolstered its staffing to provide increased capacity to support students with mental health disabilities, a group that currently numbers more than 1,900.

McMaster's Student Support and Case Management Office also continues to evolve and plans are underway to incorporate a Student Urgent Response Team into its service delivery model. In partnership with Security Services, the Student Urgent Response Team will help provide rapid support to students experiencing mental health crises.

The University is also taking steps to expand access to spiritual care. In October, McMaster launched the Spiritual Care and Learning Centre, an initiative aimed at making spiritual care a more accessible and comprehensive service for all students, regardless of their background. For many years, the Chaplaincy Centre was the only such service on campus, which left many community members unserved. Housed within the Student Success Centre, this new centre will offer inclusive spiritual services to all students as they return to campus next term.

To support our faculty and staff, McMaster's Human Resources team continues to offer year-round mental health initiatives to help employees manage their work-life balance and psychological wellness, alongside external support from organizations such as Homewood

Health. Faculty and staff can also access the *Professor Hippo-on-Campus: Student Mental Health Education Program for Educators and Navigators*. This program is designed to strengthen the mental health literacy of our campus community, so that we are better equipped to support students in distress. All staff and faculty can register for this online program and receive a certificate on completion.

To help build community and a sense of belonging for staff, the University has also recently launched an Employee Resource Group for Black, Indigenous, and Racialized Staff. The Group is intended to support both individual and institutional goals by amplifying the voices of staff members; creating a network to support career growth; enhancing the feeling of connectedness, belonging and empowerment reported by staff; and improving institutional awareness of staff experiences.

The University leadership recognizes that our faculty, staff, and students are McMaster's most valuable resource and is committed to supporting the health and well-being of all members of our campus community over the coming months and years. In addition to the recommendations and initiatives mentioned above, our Public Affairs team continues to advocate for increased operational funding and tuition flexibility to ensure that we have the resources necessary to expand our mental health service capacity in a significant and sustained manner.

## **CAMPUS UPDATE**

### **State of the Academy Address**

On November 18, our Provost, Susan Tighe, delivered McMaster's virtual State of the Academy address to more than 800 live participants. Dr. Tighe offered a snapshot of the University's current position and future plans, including updates on the implementation of the Teaching and Learning Strategy; McMaster's Black Excellence Cohort Hiring Initiative; Indigenous Strategic Directions; Experiential and community-engaged learning and research opportunities; and mental health and well-being initiatives across campus.

### **McMaster signs Scarborough Charter**

In November, McMaster was one of almost 50 post secondary institutions to sign *The Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education*. This historic charter commits the University to redressing anti-Black racism and fostering an inclusive environment for Black students on campus. The charter also identifies key barriers to inclusion, recommends concrete actions that will address systemic racism, and includes accountability measures for institutions.

### **Fall Convocation 2021**

Virtual convocation ceremonies were held on November 25 and 26 for graduates across all six Faculties and the Arts & Science program. The virtual ceremonies were followed by a series of smaller, in-person celebratory events on campus. Students Elizabeth Culp from the Faculty of Health Sciences and Claudia Turco from the Faculty of Science were awarded the Governor General's Academic Gold Medal for high scholastic achievement as part of the ceremonies. Honorary degrees were awarded to Don McLean, a local environmental activist, and Tebello

Nyokong, a trailblazer in the field of chemistry. In addition, an honorary degree was awarded posthumously to Harold Brathwaite, a highly-respected and ground-breaking educator in Ontario.

### **Global Learning and Engagement**

During the month of November, McMaster hosted several global-themed programs as part of McMaster Global, an initiative designed to highlight activities across campus that offer diverse perspectives on global issues. Global Entrepreneurship Week was also held in November, seeking to inspire new ideas and innovation for the benefit of all.

### **Research**

#### **Weston Family Foundation Funds \$12M Initiative**

The Weston Family Foundation is awarding a \$12M research grant to the Canadian Longitudinal Study on Aging, based at McMaster, for a new initiative that will shed light on the many factors that influence brain health as we age, including lifestyle and the human microbiome.

#### **Centre for Discovery in Cancer Research**

Launched formally on October 25, McMaster's new Centre for Discovery in Cancer Research will draw together clinicians and scientists from across Hamilton, focusing their research on treatment-resistant cancers with high death rates, including glioblastoma, triple-negative breast cancer, and pancreatic cancer, to name just a few.

#### **Promising New Antimalarial Compound Discovered**

A study undertaken by the Michael G. DeGroot Institute for Infectious Disease Research has resulted in the discovery of a promising new antimalarial compound. Co-led by Gerry Wright, Professor of Biochemistry and Biomedical Sciences and the inaugural lead of Canada's Global Nexus, the discovery opens the door to the development of new drugs targeting malaria, one of the deadliest infectious diseases on the planet. Collaborating with the University of Hamburg in Germany, the research teams performed a screen of soil bacteria extracts for antimalarials and identified an extremely potent inhibitor of malaria development.

#### **McMaster Research Reveals Impact of Canada's Carbon Stores**

New data from McMaster researchers shows, for the first time, how much carbon is stored in Canada's landscapes. Findings from McMaster's Remote Sensing Laboratory suggest that 405 billion tonnes of carbon are stored in ecosystems across the country. The total amount of carbon mapped by the researchers is the equivalent to about 30 years of human-caused global greenhouse gas emissions.

#### **Platelet Lab becomes National Testing Centre**

A grant from the Public Health Agency of Canada has cemented the McMaster Platelet Immunology Laboratory as Canada's premier centre for combatting vaccine-related blood clots. The funds of almost \$1.5M designated to the lab will provide confirmation and reports of Vaccine-Induced Immune Thrombotic Thrombocytopenia, better known as VITT.

## **Community Achievements**

### **VP Research, Karen Mossman, and Medical Student, Samra Zafar, among Canada's Top 100 Most Powerful Women**

McMaster's Vice-President, Research, Karen Mossman, has been named one of Canada's Top 100 Most Powerful Women. Dr. Mossman has earned a reputation as one of Canada's finest virologists and was the first woman to hold the position of Chair in the 50-year history of the Department of Biochemistry and Biological Sciences. Samra Zafar, a Medical Student at McMaster, was also named to this list. Ms. Zafar is an award-winning speaker, bestselling author, and human rights advocate. Her book, *A Good Wife*, is based on her personal story of escaping gender-based oppression to pursue her education.

### **Engineering Project Success**

Lianna Genovese has turned her first-year engineering project into an award-winning device that empowers people with limited hand mobility to live richer lives. The project, known as Guided Hands, has come a long way since the biomedical engineering student and two classmates built a prototype out of pipe cleaners and straws in the Faculty of Engineering's design studio. Ms. Genovese also won the 2021 Canadian James Dyson Award for the device.

### **Lion's Lair Competition Success**

Ron Galaev, a Biomedical Discovery and Commercialization student at McMaster, won the top prize in the Innovation Factory's Lion's Lair pitch competition for his smartphone app, EmergConnect. The app aims to improve the patient experience by connecting patients to hospital emergency rooms. St. Joseph's Healthcare Hamilton is in the final stages of approvals with an EmergConnect pilot, and the start-up has attracted \$350,000 in pre-seed funding.

REPORT TO THE BOARD OF GOVERNORS  
*from the*  
SENATE

At its meeting on November 10, 2021, the Senate approved the following recommendations and now recommends them to the Board of Governors for information:

**APPROVAL**

a. Midwifery Program Proposal

It is now recommended,

**that on the recommendation of the Senate, the Board approves the establishment of a Master of Science degree in Midwifery program, effective November 10, 2021.**

At its meeting on December 8, 2021, the Senate will receive the following for information:

**INFORMATION**

- b. Enrolment Update
- c. Student Census and Experience Survey Report

Board of Governors: FOR APPROVAL/INFORMATION  
December 9, 2021



**NEW PROGRAM PROPOSAL**

**Master's Degree**

**Midwifery**

**March 8, 2021**

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# COMPLETING THE NEW PROGRAM PROPOSAL DOCUMENT

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This New Program Proposal template is structured to correspond with the evaluation criteria outlined in McMaster's Policies, Procedures and Guidelines:

<https://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicProgramReview.pdf>.

For additional information, contacts or guidebooks, departments can visit the IQAP website <https://mi.mcmaster.ca/iqap/> or email [iqap@mcmaster.ca](mailto:iqap@mcmaster.ca).

*Please ensure that your department refers to the **New Program Proposal Guidebook** for clarification and further information on the types of evidence required and, where applicable, what resources are available to assist in retrieval or interpretation of the information required for this proposal.*

## CHECKLIST FOR NEW PROGRAM PROPOSALS

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The following section indicates all the items that are required as part of a **complete** new program proposal package which includes all the necessary documents. Part I, II and III should be submitted as separate files to [iqap@mcmaster.ca](mailto:iqap@mcmaster.ca).

### PART I: COMPLETE NEW PROGRAM PROPOSAL DOCUMENT

- Complete New Program Proposal Template
- Faculty CVs (can be submitted on CD or USB)
- Memorandum(s) of Understanding (Letters of Support) (if applicable)

### PART II: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY TEMPLATE

- Completed
- Approved

### PART III: FEES MEMO

- Completed
- Approved

*Chair's Declaration of New Program Proposal Completeness:*

I, Dr. Nick Leyland, have reviewed the New Program Proposal for an M.Sc. (Midwifery) and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.

Signature:

*Executive Vice Dean and Associate Vice President Academic's Declaration of New Program Proposal Completeness:*

I, Susan Denburg, have reviewed the New Program Proposal for an M.Sc. (Midwifery) and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.

Signature:

# 1 PROGRAM

## 1.1 PROGRAM DESCRIPTION

We are proposing a Master's of Science degree in Midwifery. Conceptualization of the program is based on the following research-based description of "advanced midwife practitioners":

*"Four major attributes of advanced midwife practitioners (AMPs) are identified:*

- *autonomy in practice,*
- *leadership,*
- *expertise, and*
- *research skills.*

*A consensus was found on the need of preparation at master's level for AMPs. Such midwives have a broad and internationally varied scope of practice, fulfilling different roles such as clinicians, clinical and professional leaders, educators, consultants, managers, change agents, researchers, and auditors."*<sup>1</sup>

The program will target midwives from Canada and abroad who wish to acquire an advanced body of knowledge and skills that will prepare them for leadership roles within the profession. Such roles include, but are not limited to, clinical and professional leaders, educators, researchers, and clinicians with specialized advanced clinical skills. As described in greater detail in Section 1.6, the program aims to address a societal need in Canada for midwives to play an increased role in leadership within health systems. It will also provide the option to develop discrete advanced clinical skills through elective courses. The program content derives from the major attributes of advanced midwife practitioners listed above, including autonomy in practice, leadership, expertise, and research skills. Graduates will critically integrate new knowledge and skills and contribute to the international body of scholarship about the impact of quality midwifery care.

The program will offer both a course-based and a thesis-based option for completing the degree, as well as a choice between full-time or part-time studies. The program structure is designed to support the participation of international students and/or midwives who are working by offering a flexible and accessible learning schedule and a part-time option. The modes of program delivery will include a blended model of in-person and online formats. All students will complete an initial week-long in-person residency followed by completion of three additional 3-unit core courses online, and a second residency week course in a synchronous online format. Students in the thesis option will complete an additional 6 units of electives and the thesis, whereas students in the course-based option will complete an additional 12 units of electives and a capstone portfolio.

## 1.2 PROPOSAL PREPARATION AND CONSULTATION PROCESS

This proposal was developed by a working group of faculty, instructors, and adjunct clinical faculty involved in the McMaster Midwifery Education Program, which included Liz Darling RM PhD, Carol Cameron RM MMid, Abigail Corbin RM MHM, Kate Demers RM MMid, Anne Malott RM PhD, Helen McDonald RM MHSc, Beth Murray-Davis RM PhD, Claire Ramlogan-Salanga RM, and Kathi Wilson RM MSc.

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<sup>1</sup> Goemaes R, Beeckman D, Goossens J, Shawe J, Verhaeghe S, Van Hecke A. Advance midwifery practice: An evolutionary concept analysis. *Midwifery* 2016;42:29-37. [https://www.midwiferyjournal.com/article/S0266-6138\(16\)30148-6/pdf](https://www.midwiferyjournal.com/article/S0266-6138(16)30148-6/pdf)

Additional input was provided by Karyn Kaufman, DrPh, Professor Emerita and founding director of the McMaster Midwifery Education Program.

Consultations at McMaster were also held with the following people:

- Child Life & Pediatric Psychosocial Care (Cathy Humphreys)
- Global Health (Andrea Baumann)
- Health Management (Glen Randall)
- Health Research Methodology (Mitch Levine)
- Health Science Education (Lawrence Grierson)
- MacPherson Institute – IQAP (Amy Gullage)
- McMaster Health Sciences Library (Jennifer McKinnell)
- Nursing (Nancy Carter)
- Public Health (Emma Apatu)
- Rehabilitation Sciences (Dina Brooks)
- Indigenous Health Initiative (Bernice Downey)

Letters of support have been provided from Nursing, Health Research Methodology, Health Science Education, Public Health, and Rehabilitation Sciences to confirm that students in the proposed program would be able to take elective courses in their programs (see Appendix A).

We have also consulted within the profession of midwifery in Canada. Section 1.6 reports the findings of a survey of Canadian midwives that we conducted as part of our consultations. Letters of support from the Canadian Association of Midwives, the College of Midwives of Ontario, and the Association of Ontario Midwives also demonstrate support from midwifery stakeholder organizations at the provincial and national level. Letters of support from several hospitals confirm support in the broader health sector. (Letters of support are in Appendix A.)

### **1.3 CONSISTENCY WITH MCMASTER'S MISSION AND ACADEMIC PLAN**

#### **I. McMaster's Strategic Mandate Agreement:**

The proposed Master's degree program builds on one of McMaster's existing areas of focus: *51-Health professions and related programs*. While the degree targets students from a single health profession (midwifery), the curriculum reflects McMaster's institutional strength and focus on leveraging strengths to advance human and societal health and well-being through interdisciplinary learning. The program will draw on scholarship from the fields of business and health management, social sciences, epidemiology, health services, and health policy as well as building on the body of knowledge of midwifery. Students in the program will receive a comprehensive and integrated education that will prepare them to apply new knowledge to lead innovation in the health system that addresses pressing and emerging challenges. The proposed program will be housed within the Faculty of Health Sciences and will add new graduate level training to build on an existing program within the School of Medicine (i.e., the Midwifery Education Program). The program will provide all students the opportunity to participate in experiential learning which will support readiness to successfully apply new knowledge and skills in the work environment upon graduation. Learning activities throughout the program will support the development of skills and competencies that are directly applicable to job roles that graduates will assume. Students will undertake real world projects that contribute to improvements in health care as part of the program. The degree will

equip students not only with leadership skills that will prepare them for leadership roles in the workforce, but also to be engaged and successful global citizens.

II. **McMaster's current priorities:**

The Master's degree in Midwifery will align with multiple areas of McMaster's institutional priorities as articulated in the university's mission and vision, as well as themes identified through President Farrar's recent consultation with the university community.

**Innovation in Teaching and Learning Excellence** - This degree will be the first graduate level degree in midwifery in Canada. The McMaster Midwifery Education Program is a leader in developing unique, high quality continuing clinical educational opportunities for practicing midwives (e.g., surgical assistant in obstetrics, point of care ultrasound, etc.). These courses have been developed through interprofessional collaboration with other disciplines (e.g., obstetrics, radiation sciences) and provide a foundation of excellence in teaching practicing midwives upon which we will build. The program will primarily be offered in an online format that will make it accessible to students at a distance and to part-time students who wish to work while studying. Experiential education, in the form of clinical placements and leadership placements will provide excellent opportunities for students to apply knowledge and consolidate skills.

**Access and Equity** - Equity and inclusion will be a key theme of the curriculum. Its centrality will be established in a required course that addresses social justice and inclusive leadership and prepares graduates to be able to lead with empathy and compassion. Access to the program for a broad spectrum of students will be facilitated by offering a primarily online format and a part-time option. A facilitated admissions processes for Indigenous applicants and Black applicants will reduce structural barriers that limit the participation of Indigenous people and Black people in graduate studies. The proposed program aligns with the Faculty of Health Sciences [Indigenous Health Education Strategic Plan](#).

**Research Excellence and Impact** - The program faculty are members of the McMaster Midwifery Research Centre (MMRC), the first such centre in Canada, and are leading researchers in the field nationally. The MMRC members have a strong track record of supervising graduate students from other Faculty of Health Sciences' programs with respect to degree completion, publication, and obtaining student research funding. Students in the master's degree will participate in activities of the MMRC and will be involved in cutting-edge midwifery research.

**Innovation, Economic Development and Community Engagement** - The program has been developed to address a need within the health system for midwives to take on leadership roles to improve access to high quality sexual and reproductive health care. The program will enable students to develop skills to lead health system innovation while being flexible and adaptable to best meet the needs of the communities that they serve. A key component of the curriculum will address community engagement, and how to lead health care change that meets community needs. Students will also have the opportunity through elective courses to acquire specific advanced skills to enable them to address specific gaps in sexual and reproductive health care in their community.

**Enrollment Strategy** - The degree will target students from across Canada and international students in

addition to those from Ontario. The primarily online format will allow the participation of students who live and work outside the Hamilton area. The participation of students from multiple jurisdictions will enrich the interactive components of the program. The experience and contributions of international students will expose Canadian students to ideas that might be used to strengthen the contributions of midwives in Canada and vice versa. The participation of international students will also raise the stature of McMaster University within the midwifery profession both nationally and internationally.

#### 1.4 PROGRAM LEARNING OUTCOMES

Upon completion of the MSc in Midwifery, students will be able to:

- 1) critically evaluate research methods and the validity of key assumptions and evidence (PLO1),
- 2) apply theoretical knowledge to plan, implement, and lead change within health care settings to transform systems and achieve results (PLO2),
- 3) apply concepts of social justice as a leader and to promote equitable sexual and reproductive health care that meets community needs (PLO3),
- 4) advocate for and lead expansion of the role and contributions of midwives in health systems (PLO4),
- 5) communicate effectively as a leader using both written and oral communication strategies (PLO5),
- 6) apply knowledge to evaluate initiatives in a health care setting or conduct original research to advance scholarship within the field of midwifery (PLO6), and
- 7) demonstrate critical analysis and expertise in a focus area of midwifery leadership (e.g., advanced practice, professional leadership, midwifery education, midwifery research) (PLO7).

#### 1.5 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS

A detailed description of how each of the program learning outcomes maps onto the degree level expectations and the associated teaching activities and assessment methods is provided in Section 5.2. In the table below we have provided a broad description of how each of the degree level expectations will be met or exceeded, and how this aligns with the Program Learning Outcomes listed in Section 1.4.

How the program addresses master’s degree level expectations	Alignment with Program Learning Outcomes
<p><b>1. Depth and Breadth of Knowledge</b>            Students will demonstrate understanding of current issues pertaining to the role of midwifery within health systems and factors influencing those issues, and of current scholarship pertaining to health care leadership and social justice within health care and how these bodies of knowledge can be applied within the midwifery profession. Students will also gain an understanding of health research methodology and will demonstrate the ability to apply this knowledge. The core body of knowledge for this degree will be covered in the five core courses (two residencies, and three asynchronous courses). Students will develop</p>	<p>PLO1            PLO2            PLO3            PLO6            PLO7</p>

additional depth of knowledge in an area of focus of their choosing through their elective courses and thesis or capstone portfolio. Potential areas of focus include advanced clinical practice, professional leadership, midwifery education, and midwifery research.	
<p><b>2. Research and Scholarship</b></p> <p>Students will demonstrate the ability to apply and generate research and scholarship within the field of midwifery to address complex issues. They will produce written work that develops and supports a sustained argument, and critically evaluate and apply knowledge to original real-world problems as part of the major written assignments in core courses. They will acquire the ability to apply established techniques of research and inquiry to evaluate health system innovations and continuous improvement endeavors to generate new knowledge.</p>	<p>PLO1 PLO2 PLO3 PLO6 PLO7</p>
<p><b>3. Application of Knowledge</b></p> <p>Students will demonstrate competence to apply the body of knowledge they acquire to critically analyze new questions and novel problems. This will be demonstrated throughout all components of the program through written and oral assignments and interactions (e.g., discussion forums). Students will demonstrate the specific ability to critically analyze and apply knowledge to: 1) plan the implementation of health system innovation and/or improvement, 2) address social inequity in health care, and 3) evaluate continuous improvement or innovation initiatives. These skills will be developed through major written and oral assignments in core courses in which students apply knowledge to examine unique problems.</p>	<p>PLO1 PLO2 PLO3 PLO4 PLO6 PLO7</p>
<p><b>4. Communication Skills</b></p> <p>Students will demonstrate strong communication skills that can be applied within a variety of midwifery leadership roles. Students will build and demonstrate these skills through participation in asynchronous discussion forums with peers, write independent written assignments, make oral presentations, and produce either a capstone portfolio or a thesis.</p>	<p>PLO4 PLO5 PLO7</p>
<p><b>5. Awareness of Limits of Knowledge</b></p> <p>Students will demonstrate cognizance of the complexities of knowledge and of the potential contributions of other interpretations, methods, and disciplines throughout the program. Interactions with peers and faculty will help to support this awareness.</p>	<p>PLO1 PLO6 PLO7</p>
<p><b>6. Autonomy and Professional Capacity</b></p> <p>Students will demonstrate personal responsibility, accountability, ethical behaviour, and academic integrity in meeting the requirements of the degree. They will develop skills to support decision-making in complex situations and the intellectual independence required to support life-long learning and continuing professional development. Course content on personal leadership skills will specifically foster these abilities and will be applied in the development of a personal leadership vision that will form the basis of one of the assignments for the second residency. Major assignments in core courses will support students to develop transferable skills and the ability to intelligently apply knowledge in particular contexts. These skills will support graduates to assume a range of different kinds of leadership roles within the midwifery profession, including advanced clinical practice, clinical and hospital leadership, midwifery education, and midwifery research.</p>	<p>PLO2 PLO3 PLO4 PLO5 PLO6 PLO7</p>

## 1.6 DEMAND FOR PROGRAM

### I. EVIDENCE OF SOCIETAL/LABOUR MARKET NEED

The profession of midwifery was first regulated in Canada in the province of Ontario in 1994. Midwives now attend >10% of births across Canada, and that proportion is higher in British Columbia (22%) and Ontario (16%). The profession is growing rapidly and is now regulated and funded in all Canadian jurisdictions except PEI and the Yukon.<sup>2</sup> In 2019, there were 1909 registered midwives in Canada, 976 of whom are in Ontario.<sup>2</sup> Demand for midwives is high. In Ontario, there has consistently been a 100% employment rate for graduates of the Ontario undergraduate midwifery education programs who are seeking work.

Globally, midwives play an essential role in working towards achieving universal health care by 2030.<sup>3</sup> The scope of midwives is recognized internationally to extend beyond care during pregnancy and birth to include family planning and other sexual and reproductive health services,<sup>4</sup> and midwives have the knowledge and skills to provide 87% of sexual, reproductive, and health services.<sup>5</sup> However, significant expansion of the midwifery work force will be required to meet the 2030 goal of universal health care. The International Confederation of Midwives has identified that increased midwifery leadership is a strategic priority that will be key to the successful expansion of the profession.<sup>6</sup> Around the world, there is a need to train midwives to support them to successfully move into leadership positions.<sup>6</sup>

Across Canada, there are significant geographical and social inequities in access to sexual and reproductive health care, particularly for young, immigrant, LGBTQI2S, economically-disadvantaged, Indigenous, persons with intellectual and developmental disabilities, and uninsured people. Midwives in Canada remain an underutilized resource that could be used to improve access to appropriate, high quality sexual and reproductive health care. One example where this is beginning to occur is in the renewal of Indigenous midwifery. Indigenous midwives are bringing birth back into Indigenous communities in ways that support the regeneration of Indigenous families and the health and safety of communities.<sup>7</sup> In Canada, Indigenous midwives are leaders in providing care across the lifespan and have much to offer non-Indigenous midwives in demonstrating how this can be done. At the same time, there remains a pressing need to expand the availability of Indigenous midwifery services to more communities. The proposed master's program will support both Indigenous and non-Indigenous midwives to develop leadership skills that will

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<sup>2</sup> Canadian Association of Midwives. <https://canadianmidwives.org/midwifery-across-canada/>, accessed December 31, 2020

<sup>3</sup> The importance of midwives in achieving universal health coverage. <https://www.wilsoncenter.org/event/importance-midwives-achieving-universal-health-coverage>, accessed January 29, 2021.

<sup>4</sup> The status of nursing and midwifery in the world (Editorial). *The Lancet* 2020; 395:1167.

<sup>5</sup> World Health Organization. The case for midwifery. [https://www.who.int/maternal\\_child\\_adolescent/topics/quality-of-care/midwifery/case-for-midwifery/en/](https://www.who.int/maternal_child_adolescent/topics/quality-of-care/midwifery/case-for-midwifery/en/), accessed January 29, 2021.

<sup>6</sup> International Confederation of Midwives. Strategic Plan 2021-2023. [https://www.internationalmidwives.org/assets/files/general-files/2021/01/2021---2023-icm-strategic-plan-eng-ext\\_final.pdf](https://www.internationalmidwives.org/assets/files/general-files/2021/01/2021---2023-icm-strategic-plan-eng-ext_final.pdf), accessed January 29, 2021.

<sup>7</sup> The National Aboriginal Council of Midwives. Indigenous Midwifery. <https://indigenoumidwifery.ca/indigenous-midwifery-in-canada/>, accessed on January 29, 2021.

enable them to make meaningful contributions to addressing societal inequities in access to sexual and reproductive health care.

At this point in the development of the profession in Canada, the following factors support the need for a master's degree in Midwifery:

1. Expertise and Autonomy in Practice:

The midwifery scope of practice across Canada has expanded over time to include advanced skills (e.g., surgical assist, point of care ultrasound, intrauterine contraceptive device insertion, etc.) that are additional to the core competencies of the profession and not part of the skill set of all midwives. Advanced skills are not included in the curriculum of undergraduate programs that prepare midwives for entry to practice, so midwives must seek out continuing education to add them to their skill set. Midwives who take continuing education training courses in advanced skills face barriers in finding opportunities for hands-on practice in clinical settings following didactic training and simulation as well as barriers within the health system to integrating these skills in practice (e.g., due to systemic issues such as funding). Incorporating advanced skills training as elective courses options in our proposed program supports expansion of this expertise within the profession. Furthermore, McMaster's existing clinical placement network will facilitate access to placement opportunities to consolidate skills while the program's core courses will provide graduates with skills to support successful implementation of new services.

Midwives are also taking on new clinical roles in health systems (e.g., integrating into inter-professional teams, and providing collaborative care to populations with complex needs). Research on pilot projects in Ontario indicate that integrating midwives into expanded clinical roles leads to excellent clinical outcomes, high levels of satisfaction for clients, improved access to care for underserved populations, more appropriate care for populations who are marginalized, improved retention of midwives in the work force, and high levels of satisfaction among health care providers.<sup>8</sup> The master's degree that we propose will not only prepare midwives for these roles, but will provide them with the leadership skills to create new roles where they do not yet exist.

McMaster midwifery faculty members have led the creation a new midwifery clinical service that is integrated into the Crown Point Family Health Team in an underserved neighbourhood in Hamilton. The midwives working in this service are providing a range of services including intrauterine contraceptive device insertion, medication abortion, menopausal counselling, and postpartum mental health peer support groups. This is one example of kinds of clinical sites where we will be able to arrange clinical placements for students.

2. Leadership:

Strong evidence demonstrates that effective leadership in healthcare improves patient safety, patient experience, clinical outcomes, workforce engagement, retention and more.<sup>9</sup> The International

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<sup>8</sup> Darling EK. Improving Access to Midwifery Care in Canada: Research Insights to Shape the Future. McMaster Midwifery Research Symposium. Hamilton, ON: Oct 26, 2020.

<sup>9</sup> Corbin A, Darling EK, Pearce-Kelly T, Wise K. Health leadership competencies for health leaders around the world and their application to the Canadian midwifery profession: a scoping review. *Canadian Journal of Midwifery Research and Practice*. (Accepted for publication)

Confederation of Midwives recognizes the need for leadership growth within the midwifery profession around the globe and identified leadership as one of their strategic objectives from 2017-2020.<sup>10</sup>

Twenty-six years into the integration of midwifery in the Ontario health system, midwives remain under-represented in administrative hospital leadership roles. The successes of hospitals where midwives have taken on these roles (e.g., [Markham Stouffville Hospital](#)) point to the untapped potential for midwifery leadership to contribute to system transformation and excellence in clinical care. Across the health system there is an expectation that individuals who take on these roles will have formal graduate training at the master's level. Our proposed program will provide ideal preparation for such roles.

The McMaster Midwifery Education Program has currently been engaged by the London Health Sciences Centre (London, ON) to provide mentorship and training to the Midwifery Department as part of their effort to build midwifery leadership in their hospital. This speaks to the recognized need identified by hospital administrators to develop midwifery leadership and to the respect for McMaster Midwifery as an academic unit best positioned to assist this development (see letter of support).

### 3. Research:

Canadian midwives and midwifery organizations have identified that midwifery-led research is essential in providing high quality care.<sup>11</sup> The McMaster Midwifery Research Centre (MMRC) is the first and only midwifery research centre in the country. Since its inception in 2018, MMRC Scientists have provided mentorship to 15 graduate students and an additional 5 practicing midwives who are interested in conducting midwifery research. There are also currently 16 adjunct members who are engaged in research activities with the centre. The MMRC's most recent research symposium was attended by 288 participants, including: midwives, midwifery students, medical students, undergraduate and graduate students, midwifery association staff, researchers, academics, educators, nurses, government representatives, patient advocates, and librarians, hailing from 99 cities from coast to coast to coast across Canada, as well as international attendees from as far as Argentina and Norway. The high level of engagement with the MMRC is a positive indicator of the appetite within the midwifery profession for additional opportunities to engage in research.

In summary, there is a need for midwives with scholarly and leadership skill across a range of roles. Within Canada, midwives with master's level preparation currently hold leadership positions such as faculty members in undergraduate education programs, directors and managers of professional organizations, directors of along-side midwifery units and birthing centres, head midwives, clinical leads, and researchers. A Canadian master's of midwifery degree would more thoroughly prepare midwives for these roles and would help to create new opportunities for midwives in Canada to assume roles that are seen frequently in other countries (such as hospital program managers and professional clinician educators).

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<sup>10</sup> International Confederation of Midwives (2018). ICM Strategy 2017 - 2020. Retrieved from: <https://www.internationalmidwives.org/assets/files/general-files/2018/04/final-copy-icm-strategy-2017-20-online.pdf>

<sup>11</sup> Murray-Davis, B., Hutton, E., Carty, E., Kaufman, K., & Butler, M., (Eds). Comprehensive Midwifery: The role of the midwife in health care practice, education, and research. The e-Book Foundry @ McMaster University: Hamilton; 2018. Available from: <https://ecampusontario.pressbooks.pub/cmroleofmidwifery/>

## II. EVIDENCE OF STUDENT DEMAND

In the fall of 2020, the McMaster Midwifery Education Program invited registered and Indigenous midwives across Canada to participate in an online survey through email newsletters distributed by the Association of Ontario Midwives and the Canadian Association of Midwives. The purpose of the survey was to determine the level of interest in a master's degree program in midwifery and to seek midwives' input in shaping McMaster's continuing education and graduate education offerings for midwives.

We received responses from 154 midwives. We estimate the current number of midwives in Canada to be roughly 2000, which give our responses an 8% margin of error with a 95% confidence interval.

Demographics - Of the respondents, 86% were from Ontario, 7% BC, 4% Alberta and the rest from other provinces and territories (see Appendix X). Most respondents had trained in direct-entry undergraduate programs (65%), while others entered the profession through pre-registration program for midwives practicing prior to midwifery regulation (e.g., Michener Program in Ontario), assessment or bridging programs for internationally trained midwives (e.g., Ryerson's IMPP, UBC's IEMBP), or Indigenous midwifery education programs.

Two thirds (66%) of respondents were in the first ten years of their career. Of respondents who described their current work arrangements (n=123), two-thirds (67.5%) reported working in full-time clinical practice, and less than 3% were in full-time non-clinical leadership roles. 16% of respondents had a master's degree, and 1% had a PhD. Further, 5.5% were currently in a master's degree and 2.5% were enrolled in a PhD.

Interest in graduate studies - There was a high level of interest in future graduate studies: 6 in 10 midwives (59%) reported that they might consider enrolling in graduate studies in the future and 4 in 10 (39%) reported planning to enrol in graduate studies within the next 5 years. Respondents agreed that a Canadian master's degree in midwifery would be beneficial to the midwifery profession (81% agreed or strongly agreed) and an even greater number (83%) expressed a preference for a Canadian master's program over an international program.

Format of master's degree – Preferences regarding the format and structure of graduate studies are strongly aligned with our proposal. There was very strong agreement that the program should be provided in a way that allows for midwives to continue their clinical practice (96%) (see Table 3). Midwives do not want to move to complete the program (91%), though there is support for short in-person courses (86%), or some opportunities for in-person learning (77%). There were very high levels of support for both part-time (96%) and full-time (91%) options. Respondents agree that the program should be available online (94%), and customizable to their interests (91%), with 79% agreeing that asynchronous online courses would allow desired flexibility for midwives. There were similar levels of preference for thesis-based (44%) and course-based (56%) options.

Content of master's degree - Different topics of learning were presented to determine areas of interest. Clinical teaching, leadership, research and advanced clinical skills were all met with strong interest.

Midwives agreed most strongly with the statement “I am interested in gaining skills that will enhance the contributions that I make to the health system” (94% agreed or strongly agreed). Midwives also expressed a strong desire to integrate new clinical skills into their practice (88%).

Overall, the survey responses indicate that there is a keen appetite among midwives in Canada for academic learning and further education. Midwives are motivated to enhance their clinical, leadership and research skills and 17 % of our respondents had graduate level education. The profession is skewed towards those within the earlier part of their careers, suggesting strong potential for future desire for career growth. Canadian midwives want a midwifery master’s program that is offered within Canada, and that affords the option of continuing clinical practice in their home communities while completing it. Given that half of Canadian registered midwives reside in Ontario, many midwives are already familiar with McMaster University, and the university is perfectly poised to lead this innovative new program.

### **III. JUSTIFIABLE DUPLICATION**

The proposed degree is the first of its kind in Canada and will not duplicate other existing degrees. The clinical placements for this degree will not overlap with the clinical placements of undergraduate midwifery students. We do not anticipate any impact on other programs at McMaster or at other institutions.

#### **1.7 DEGREE NOMENCLATURE**

The proposed degree is a Master’s of Science in Midwifery. The specific degree level is relevant for the proposed program because it targets midwives, who will typically have completed a baccalaureate degree in midwifery to enter the profession and who will bring to the degree a shared body of knowledge relevant to midwifery practice. The content of the degree will be of a more specialized nature than an undergraduate degree in midwifery, addressing topics that extend beyond the core competencies of midwifery and supporting graduates to bring a systematic and scholarly approach to the application of specialized midwifery knowledge. As described above in section 1.5, the program will meet or exceed the degree level expectations for a Master’s degree. Midwifery is a unique regulated health profession in Canada, and both the target audience and the content of this degree support the proposed name of M.Sc. (Midwifery).

## **2 ADMISSION & ENROLMENT**

### **2.1 ADMISSION REQUIREMENTS**

Admission requirements will include:

1. a four-year undergraduate degree\* in midwifery or the international equivalent from an accredited university,
2. a B+ average (minimum 77%, equivalent to a McMaster 8.5 grade point average) in the final two years of undergraduate study, and
3. a minimum of two years of full-time (or equivalent) clinical experience as a practicing midwife.

\* Indigenous midwives in Canada who have completed an Indigenous midwifery education program but who have not completed a university degree are eligible to apply for admission through the Facilitated Indigenous Admission Process (See Section 2.3).

As part of the application package, applicants will submit a written personal statement which will describe how their personal experience has prepared them for this degree and will identify their specific area of interest. Applicants will also be required to provide both personal and academic references, which will be used to assist in appraising whether the applicant may be reasonably expected to achieve the learning outcomes upon program completion. Applicants to the thesis stream will be required to submit an academic writing sample.

Applicants whose native language is not English will be required to demonstrate proficiency in the use of the English language, as outlined in the Graduate Calendar. A minimum acceptable TOEFL (iBT) score will be 92 overall with a minimum of 22 for reading 24 for speaking, 24 for listening and 22 for writing. Alternately an overall minimum IELTS score of 7.0 will be required.

Applicants wishing to take clinical elective courses while in the program must be eligible to practice midwifery in Canada.

Meeting the above minimum admissions requirements will not guarantee admission. Limited space will be available, and the admission process is expected to be competitive. Admission to the thesis stream of the program will be limited and students enrolled in the thesis stream will be required to enrol as full-time students.

Applicants will be expected to have taken an undergraduate course in critical appraisal of research (this is a standard component of the curricula of undergraduate midwifery education programs in Canada). Applicants who do not meet this criterion will be required to complete a non-credit course on this subject during the first term of enrollment.

## 2.2 ENROLMENT PLANNING AND ALLOCATIONS

Academic Year	Cohort Year 1	Cohort Year 2	Cohort Year 3	Total Enrolment	Maturity
<b>2022-23</b>	8 F/T (5 thesis) 16 P/T			8 F/T (5 thesis) 16 P/T	
<b>2023-24</b>	9 F/T (5 thesis) 18 P/T	8 F/T (5 thesis) 16 P/T		17 F/T (10 thesis) 34 P/T	
<b>2024-25</b>	10 F/T (6 thesis) 20 P/T	9 F/T (5 thesis) 18 P/T	- 16 P/T	19 F/T (11 thesis) 54 P/T	
<b>2025-26</b>	10 F/T (7 thesis) 20 P/T	10 F/T (6 thesis) 20 P/T	- 18 P/T	20 F/T (13 thesis) 58 P/T	
<b>2026-27</b>	10 F/T (8 thesis) 20 P/T	10 F/T (7 thesis) 20 P/T	- 20 P/T	20 F/T (15 thesis) 60 P/T	20 F/T 60 P/T

### **2.3 ALTERNATIVE REQUIREMENTS**

All applicants to the program will be required to submit transcripts, clinical and academic references, and a written personal statement.

The program will incorporate facilitated admissions processes for Indigenous and Black applicants to support an inclusive community and to reduce barriers to admission. The process will be similar to the undergraduate Midwifery Education Program's Facilitated Indigenous Application Process (FIAP) and Facilitated Black Admissions Process (FBAP). Applicants will have the option to self-identify in their application. This will prompt a personal one-to-one interview with an Indigenous or racialized faculty member to connect with the applicant to assess suitability to the program and support community building. Applicants will submit standard admission requirements. The applications of individuals who opt into the FIAP or FBAP processes will be reviewed by Indigenous or Black assessors, respectively. Offers of admission will be based on top ranking candidates based on supplementary documentation, GPA, and interview scores.

## **3 STRUCTURE**

### **3.1 ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION**

Like all graduate programs in the Faculty of Health Sciences (FHS), the MSc in Midwifery will have a director. The director will:

- Be selected from faculty affiliated with the undergraduate Midwifery Education Program or the McMaster Midwifery Research Centre (who are typically, but not exclusively appointed in the Department of Obstetrics). The Director will have a dual reporting role to the Associate Dean of Graduate Studies (FHS) and to the Chair of the Department of Obstetrics.
- Ensure admission requirements and academic regulations are appropriately applied
- Work in conjunction with the program's admissions and advisory committees; the Assistant Dean, Midwifery; Chair of the Department of Obstetrics; the deans; and governing bodies of the university
- Take overall responsibility for activities related to the delivery of the program such as instructional support, recruitment, and evaluation
- Develop an annual report for the Department of Obstetrics and FHS

The program will have four standing committees: advisory, curriculum, admissions, and student affairs committees. Each committee will have clearly defined terms of reference to deal with specific issues of the program. Changes to the program (e.g., course changes) will initially be developed and approved by the curriculum committee. Subsequent approvals will follow the normal university order of procedure (e.g., Health Sciences Graduate Policy and Curriculum Council, the Faculty Executive Council, and Graduate Council, as appropriate).

A Program Coordinator will be hired to oversee the administration of the program and will function as the primary administrative contact for admissions, calendar changes, degree audits, in addition to the coordination and support of other administrative activities. Part-time administrative assistance will also be hired to support coordination of student placements. Students completing leadership placements or

clinical placements will be overseen by a faculty supervisor who will assign the final grade informed by the placement preceptor's recommendations.

### 3.2 STRUCTURE AND REGULATION

The program includes five required courses, worth a total of 12 units, and either a) 6 units of electives plus a thesis, or b) 12 units of electives plus a capstone portfolio (see Table below). All courses are at the graduate level. These expectations meet or exceed university requirement in terms of the minimum number of courses, level of courses, and required elements. Each program learning outcome is addressed in at least one required course as well as in the capstone portfolio or thesis (shown in full detail in the Curriculum Map table in Section 5.2).

<b>Required Courses</b>	
MIDWIF 700: <i>Midwifery Leadership: Residency 1</i> (1.5 units)	
MIDWIF 701: <i>Leadership in the Midwifery Profession</i> (3 units)	
MIDWIF 702: <i>Social Justice and Inclusive Leadership</i> (3 units)	
MIDWIF 703: <i>Foundations of Research for Midwifery Leadership</i> (3 units)	
MIDWIF 704: <i>Midwifery Leadership: Residency 2</i> (1.5 units)	
SGS 101 / Academic Research Integrity and Ethics	
SGS 201/ Accessibility for Ontarians with Disabilities Act - (AODA) Training	
Indigenous Health Online Modules	
[Critical Appraisal of Research Modules for students without this pre-requisite]	
<b>Course-based Stream</b>	<b>Thesis Stream</b>
<b>Electives (12 units)</b> May include:	<b>Electives (6 units)</b> Will include:
MIDWIF 705 – <i>Independent Study</i> (3 units)	3-unit research methods course (unless exempt based on previous course work)
MIDWIF 706 – <i>Leadership Placement</i> (3 units)	E.g., HRM 721, NUR 715, NUR 745, etc.
MIDWIF 711 – <i>Point of Care Ultrasound in Maternity Care</i> (1.5 units)	May include:
MIDWIF 712 – <i>Surgical Assistant in Obstetrics: C-Section</i> (1.5 units)	MIDWIF 705 – <i>Independent Study</i> (3 units)
MIDWIF 713 – <i>Management of neonatal hyperbilirubinemia</i> (1.5 units)	MIDWIF 706 – <i>Leadership Placement</i> (3 units)
MIDWIF 714 – <i>Well-infant Care</i> (1.5 units)	Electives selected from courses offered by other McMaster graduate programs in the Faculty of Health Sciences (see letters of support).
MIDWIF 715 – <i>Contraception Care</i> (1 unit)	
MIDWIF 716 – <i>Medication Abortion</i> (0.5 units)	
MIDWIF 717 – <i>Management of Early Pregnancy Loss</i> (0.5 units)	
MIDWIF 718 – <i>Gynecological Care in Midlife</i> (1.5 units)	
MIDWIF 719 – <i>Trauma-Informed Care</i> (3 units)	
MIDWIF 720 – <i>Community Centred Care</i> (3 units)	
MIDWIF 721 – <i>Mental Health, Substance Use, and Concurrent Disorders</i> (3 units)	
MIDWIF 722 – <i>Diabetes in Pregnancy</i> (1.5 units)	

MIDWIF 723 – <i>Mental Health in Pregnancy and Postpartum</i> (3 units) MIDWIF 730 – <i>Advanced Midwifery Clinical Practicum 1</i> (3 units) MIDWIF 731 – <i>Advanced Midwifery Clinical Practicum 2</i> (3 units)  Electives selected from courses offered by other McMaster graduate programs in the Faculty of Health Sciences (see letters of support).	
<b>Consolidation</b>  MIDWIF 707: <i>Capstone portfolio</i>	<b>Consolidation</b>  MIDWIF 708: <i>Thesis</i>

### Progression through the program

All incoming students will complete the first required residency course (MIDWIF 700) in the summer of their first year. This initial course will provide an opportunity for students to become oriented to the program, be introduced to the foundations of the curriculum, and get to know their peers and faculty members. The first term will also provide time for students to complete mandatory School of Graduate Studies Courses (SGS 101 / Academic Research Integrity and Ethics and SGS 201 / Accessibility for Ontarians with Disabilities Act - (AODA) Training, online Indigenous Health Modules, and, if necessary, Critical Appraisal of Research Modules.

*Full-time sequence* - In the fall of the first year, full-time students will complete two core courses (MIDWIF 701 and 702). In the winter term they will complete a third required course (MIDWIF 703) plus one elective. This will prepare students in the thesis stream to defend their thesis proposal in the summer term immediately following their first year. Students will also complete the second residency (MIDWIF 704) and one elective during the summer term at the beginning of their second year. Thesis students will then complete their thesis over the fall and winter terms, while course-based students will complete two additional electives and the capstone portfolio during this time.

*Part-time sequence* – Part-time students will typically spread the degree requirements out over three years such that they complete only one course per term, and will be required to be enrolled for a minimum of nine terms. For part-time students, all required courses other than the second residency will be completed by the fall of the second year, laying the basis for the core content to inform the student's consolidation work in their capstone portfolio. Part-time students will complete their second residency (MIDWIF 704) in the summer term at the beginning of their final year.

Students who fail MIDWIF 701 in the fall term will be permitted to enroll in MIDWIF 703 in the winter term in order to avoid delays in progression through the program; however, they will be required to repeat and successfully complete MIDWIF 701 before they can complete MIDWIF 704.

### Course descriptions

MIDWIF 700: Midwifery Leadership: Residency 1 - This course will provide students with an in-depth overview of the program and courses, including an introduction to the program faculty, the over-arching objectives of the program, and the structure and content of the courses. An orientation to library resources and online learning tools will be provided. Key concepts pertaining to advanced practice and leadership will be introduced, with a focus on leading self. Students will reflect upon their goals for the program and will set personal learning objectives. Sessions will be led by both faculty and invited guest speakers. This is a face-to-face course offered in an intensive summer course. Students will have the opportunity to engage with faculty and other students in both formal and social settings. (Five days, In

person, Mandatory; 1.5 units)  
Prerequisites: Enrollment in the program

MIDWIF 701: Leadership in the Midwifery Profession - This course will provide address 4 key areas related to leadership: leading self, leading people, leading system transformation, and achieving results. Leading self will include a structured approach to identifying personal strengths and goal setting to develop leadership skills. Leading people will include fundamental management and communication skills (e.g., topics such as promoting equity, diversity, and inclusion; coaching; motivation; negotiation; conflict resolution; high-stake conversations; situational awareness; and developing coalitions). Leading system transformation will include an introduction to health systems and key organizations (e.g., hospitals, professional bodies, etc.), systems thinking, innovation and creating a vision, change management, and LEAN methodology. Achieving results will include key leadership skills & tools related to project management. (One term, Asynchronous Online, Required; 3 units)  
Prerequisites: MIDWIF 700

MIDWIF 702: Social Justice and Inclusive Leadership - This course will address key concepts pertaining to social justice theory and provide a foundation for inclusive leadership. Theoretical concepts will include intersectionality, elements of critical theory (e.g., critical race theory, gender theory, queer theory, feminist theory, etc.), and traits of inclusive leadership. The course will also address the application of these skills in a health care leadership context through client and community engagement, needs assessment, and participatory action research. (One term, Asynchronous Online, Required; 3 units)  
Prerequisites: MIDWIF 700

MIDWIF 703: Foundations of Research for Midwifery Leadership - This course will introduce theory and methods of research relevant to midwifery leaders. Theoretical concepts will include scientific paradigms and ways of knowing, hierarchies of evidence, and theoretical frameworks of relevance to midwifery. Methodological topics will include program logic models, outcome metrics, and evaluation methods. The major project for the course will involve developing an evaluation plan for a quality improvement project or developing a research proposal in the form of a grant application. (One term, Asynchronous Online, Required; 3 units)  
Prerequisites: MIDWIF 700, MIDWIF 701

MIDWIF 704: Midwifery Leadership: Residency 2 - Students will complete this course after completion of all core course work, and prior to completion of their thesis or personal project. The course will provide an opportunity to consolidate key concepts related to advanced practice. Students reflect on their personal learning objectives for the degree and will set new leadership objectives for themselves. Sessions will be led by both faculty and invited guest speakers. Students will also present their progress to date on their thesis work or personal project in seminar format. This is a face-to-face course offered in an intensive summer course. Students will have the opportunity to engage with faculty and other students (including the first-year cohort) in both formal and social settings. (Five days, Synchronous online, Mandatory; 1.5 units)  
Prerequisites: MIDWIF 700, MIDWIF 701, MIDWIF 702, MIDWIF 703

MIDWIF 705: Independent Study - This course is designed to allow the student to tailor his/her learning to specific topics in midwifery or health care relevant to his/her midwifery and research interests and to do advanced work in this area. The topic studied may be related to but will not overlap with the student's thesis topic. Under the guidance of a faculty member, the student will examine critically the pertinent literature. (One term, Elective; 3 units)  
Prerequisites: MIDWIF 700, MIDWIF 701

MIDWIF 706: Leadership Placement - The placement will involve 96 hours of time in a midwifery-related organization (e.g., hospital or health care organization, professional association, regulatory body, government ministry, non-profit organization, etc.) and will be completed over one term (e.g., one 8-hour day per week for twelve weeks). The placement will be supervised by a person in a leadership position and the learning objectives will focus on the development of leadership skills. (One term, In person, Elective; 3 units)

Prerequisites: MIDWIF 700, MIDWIF 701, MIDWIF 702, MIDWIF 703

MIDWIF 707: Capstone portfolio – The capstone portfolio will include the final assignments from each of the core courses, a leadership vision statement, and a final report on a personal project that has been conducted based on one or more of the final assignments from the core courses (e.g., a quality improvement project conducted in the student’s work setting).

Prerequisites: MIDWIF 700, MIDWIF 701, MIDWIF 702, MIDWIF 703, MIDWIF 704, + 12 additional units

MIDWIF 708: Thesis – The thesis will demonstrate integrative thinking and a strong understanding of the relevant literature. It will involve conducting and reporting original research that focuses on a midwifery topic that is selected by the student in consultation with their thesis Supervisor. The student will submit a formal written thesis proposal to their supervisory committee that outlines their plan prior to commencing research. The thesis proposal will normally be approved within twelve months of entry into the program for full-time students and within 18 months of entry for part-time students.

Prerequisites: MIDWIF 700, MIDWIF 701, MIDWIF 702, MIDWIF 703, MIDWIF 704, + 6 additional units

MIDWIF 711: Point of Care Ultrasound in Maternity Care – This elective course provides training in a Canadian context for entry-level skills for point of care ultrasound for primary maternity care. The course covers the anatomy and physiology of the normal gravid pelvis and will emphasize the sonographic technique, normal appearance, and ethical and professional responsibilities. Students will complete a final synthesis assignment that addresses an issue related to the integration of point of care ultrasound in clinical practice. (One term, online asynchronous modules and in-person workshop, Elective; 1.5 units)

MIDWIF 712: Surgical Assistant in Obstetrics: C-Section – This elective course provides training in a Canadian context for entry-level skills for the surgical assistant with a focus on obstetrics. The course covers understanding of OR processes and roles, relevant anatomy, instrument identification and use, operative procedures, complications, and pharmacology. Students will complete a final synthesis assignment that addresses an issue related to the integration of surgical assistance in clinical practice. (One term, online asynchronous modules and in-person workshop, Elective; 1.5 units)

MIDWIF 713: Management of neonatal hyperbilirubinemia – This elective course provides in-depth training for midwives providing care to newborn requiring phototherapy for the treatment of physiological jaundice. Topics will include physiology, identification, management, and treatment of hyperbilirubinemia. Students will complete a final synthesis assignment that addresses an issue related to the integration of the management of hyperbilirubinemia into midwifery practice. (One term, online asynchronous modules and in-person workshop, Elective; 1.5 units)

MIDWIF 714: Well-infant Care – This elective course provides training to support the provision of primary well infant care until 18 months of age. The course will focus on normal infant development and includes topics such as routine vaccinations, infant feeding and transition to solids, infant physical exams, normal developmental milestones, use of Rourke baby record for documentation, and the integration of well-infant care into midwifery practice. (One term, online asynchronous modules, Elective; 1.5 units)

MIDWIF 715: Contraception Care - This elective course provides essential skills and foundational information related to counselling for contraception, reproductive physiology, screening and treatment of sexually transmitted infections, and hormonal and non-hormonal methods of contraception including intrauterine contraceptive devices, medication abortion and sterilization. The course was designed by Midwives and Obstetricians to provide interprofessional perspectives. (One term, online asynchronous modules, Elective; 1 units)

MIDWIF 716: Medication Abortion – This elective course provides foundational information and essential skills related to the provision of care for the management of medication abortions. Topics include counseling, pharmacology, considerations for care, visit requirements, follow-up care, and the integration of medication abortion into midwifery practice. (One term, online asynchronous modules, Elective; 0.5 units)

MIDWIF 717: Management of Early Pregnancy Loss – This elective course provides foundational information and essential skills related to the provision of care for the management of early pregnancy loss. Topics include counseling, pharmacology, expectant, medication and surgical management options, considerations for care, follow up care, and service delivery models for early pregnancy loss care. (One term, online asynchronous modules, Elective; 0.5 units)

MIDWIF 718: Gynecological care in midlife – This elective course introduces foundational information in providing gynecological care during midlife. Topics include menopause counseling, pessary fitting, endometrial biopsy, and psychosocial dimensions of gynecological care. (One term, online asynchronous modules, Elective; 1.5 units)

MIDWIF 719: Trauma and violence-informed care – This elective course will examine the theoretical and research-based foundations of the concept of trauma and violence-informed care and will explore issues related to the integration of this approach in the provision of sexual and reproductive health care. (One term, online asynchronous modules, Elective; 3 units)

MIDWIF 720: Community-centred care – This elective course will examine the theoretical and research-based foundations of community-centred care. The course will build skills in community consultation and engagement. Students will acquire knowledge that will support them to develop health care programs and services that are responsive to community needs. (One term, online asynchronous modules, Elective; 3 units)

MIDWIF 721: Mental health, substance use, and concurrent disorders – This elective course will cover fundamental clinical and psychosocial knowledge about common mental health conditions, substance use, and concurrent disorders. The course will focus on building skills to support the provision of strengths-based care to individuals with mental health concerns, currently or with a history of substance use and/or other concurrent disorders within the context of sexual and reproductive health care. (One term, online asynchronous modules, Elective; 3 units)

MIDWIF 722: Diabetes in pregnancy – This elective course will provide midwives with foundational knowledge and skills for providing care to individuals experiencing diabetes in pregnancy within the context of interprofessional care teams. Topics include pathophysiology; pharmacological management of diabetes in pregnancy, labour, and the postpartum; dietary and exercise counselling; pregnancy testing and follow-up; and considerations for fetal and newborn health. (One term, online asynchronous modules, Elective; 1.5 units)

MIDWIF 723: Mental health in pregnancy and postpartum – This elective course provides midwives with foundational knowledge and skills to provide support to individuals with mental health concerns in pregnancy and the postpartum. Topics will include evidence-based approaches to the screening and management of anxiety and depression, brief interventions within the scope of primary care, facilitation of peer support groups, and services delivery models for the prevention and treatment of perinatal mental health concerns. (One term, online asynchronous modules, Elective; 3 units)

MIDWIF 730: Advanced Midwifery Clinical Practicum 1 - This placement will involve 96 hours of time in a clinical setting (e.g., one 8-hour day per week for twelve weeks, eight 12-hour days over two weeks, twelve 8-hour days over three weeks, etc.) and will be completed within one term. Placements will be customized to each student's program of study. (One term, In person, Elective; 3 units)

Prerequisites: MIDWIF 700, MIDWIF 701, and at least 6-units of clinical courses (e.g., MIDWIF 711, MIDWIF 712, MIDWIF 713, etc.)

MIDWIF 731: Advanced Midwifery Clinical Practicum 2 – This second clinical placement will involve 96 hours of time in a clinical setting (e.g., one 8-hour day per week for twelve weeks, eight 12-hour days over two weeks, twelve 8-hour days over three weeks, etc.) and will be completed within one term. Placements will be customized to each student's program of study. (One term, In person, Elective; 3 units)

Co/prerequisite: MIDWIF 730

### **3.3 GRADUATE PROGRAMS - PROGRAM LENGTH**

McMaster SGS regulations require full-time master's degrees to be completed within three years and part-time master's degrees to be completed within five years. We are proposing that full-time students will complete the degree in six terms (two years) which allows additional time to still meet the three-year limit should delays be encountered. The part-time option will allow students to complete the degree in as few as three years (or maximum of five years as per SGS regulations), which will permit part-time students to have an average course load of one course per term, which should be manageable for students who wish to continue to work while completing the degree.

## **4 CURRICULUM AND TEACHING**

### **4.1 PROGRAM CONTENT**

The program content will be unique across Canada as the only graduate level degree in midwifery. Faculty who will teach in the program are leaders in their field and will be expected to remain current on emerging knowledge that is relevant to the area of study. The program will also draw on the participation of midwifery leaders who are external to the university through guest lectures, which will expose students to diverse perspectives and ensure a dynamic, high caliber learning experience. The program curriculum includes a focus on social justice to support equity, diversity, and inclusion, and will intentionally create an inclusive program culture. The curriculum will focus primarily on the Canadian context, but will incorporate global perspectives on issues as well, and will allow International students enrolled in the program to explore topics from a perspective that is relevant to their context.

## **4.2 PROGRAM INNOVATION**

The program we propose will be the first of its kind in the country and unique internationally in its combined focus on leadership, social justice, and research within the context of midwifery. The degree will address a pressing need within the midwifery profession to develop leadership and research capacity, both in Canada and around the globe. McMaster University houses Canada's first and only midwifery research centre which will provide a unique and rich learning environment for trainees. The program will offer professional midwives an interdisciplinary curriculum that will foster leadership skills and support graduates to themselves be innovators who lead system transformation and ongoing quality improvement in health services. Program delivery will take advantage of asynchronous online formats that will support flexibility for adult learners and help ensure accessibility of the program to a diverse student body.

## **4.3 MODE(S) OF DELIVERY**

The program will be delivered in an online learning format, complemented by one in-person residency period. This is similar to other robust master's programs at McMaster University, such as the master's of science in health science education. The two residency sessions (one in-person and one on-line) will be mandatory and will offer the benefit of face-to-face interaction and discussion with faculty, guest speakers and student colleagues. (See the descriptions for MIDWIF 700 and MIDWIF 704 for more information).

McMaster's course management system, Avenue to Learn (A2L), will be utilized as the learning management system for the program. A2L supports a number of pedagogical e-learning strategies, such as asynchronous discussion groups, pre-recorded lectures and student presentations, and the provision of written course materials. A2L has the flexibility to establish separate small discussion groups within a course shell, which is important given the intent for most of the courses to be conducted in a small group learning format.

To supplement A2L, the program will utilize videoconferencing platforms (e.g., Zoom or Teams) as a virtual learning environments (VLE) that will allow for synchronous discussion and live guest speakers (whose presentations can also be recorded for those unable to attend). The VLE can also function as a work environment for student collaboration and brainstorming.

This mode of delivering the program is intended to increase accessibility for midwives in clinical practice who might otherwise be unable to engage in post-graduate studies while working. In addition, the format will support the participation of midwives across Canada and in other countries. It is anticipated that the placement portions of the degree (which are electives) would be undertaken in the area of the student's residence, thus minimizing the need for travel during the program.

All midwifery faculty members at McMaster are well-versed in online education, as it is an integrated part of the undergraduate midwifery education program. All courses will be guided by underlying principles of accessibility in providing and presenting course materials (e.g., closed captioning of audio, availability of recordings, inclusion of an accessibility and accommodation statement in course syllabi).

## **4.4 EXPERIENTIAL LEARNING**

The program will provide opportunities for experiential learning in two ways, which are each described in further detail below:

- 1) All students will have an option to complete a 3-unit leadership placement.
- 2) Students who take at least 6 units of elective courses that have a clinical focus will have the option to complete 3 to 6 units of clinical placement.

MIDWIF 706 – Midwifery Leadership Placement. This is an elective course worth three units. The placement will involve 96 hours of time in a midwifery-related organization (e.g., hospital or health care organization, professional association, regulatory body, government ministry, non-profit organization, etc.) and will be completed over one term (e.g., one 8-hour day per week for twelve weeks). The placement will be supervised by a person in a leadership position and the learning objectives will focus on the development of leadership skills. Placements will be customized to each student’s program of study (i.e., will map on to their area of focus and their personal learning objectives). Placements will be arranged by the program but may be identified by the student. Pre-requisites: MIDWIF 700, MIDWIF 701, MIDWIF 702, MIDWIF 703.

MIDWIF 730 – Advanced Midwifery Clinical Practicum I. This is an elective course worth three units. The placement will involve 96 hours of time in a clinical setting (e.g., one 8-hour day per week for twelve weeks, eight 12-hour days over two weeks, twelve 8-hour days over three weeks, etc.) and will be completed within one term. Placements will be customized to each student’s program of study (i.e., will map on to the didactic clinical content they have studied and to their personal learning objectives). Placements will be arranged by the program but may be identified by the student. Pre-requisites: MIDWIF 700, MIDWIF 701, and at least 3-units of clinical courses (e.g., MIDWIF 711, MIDWIF 712, MIDWIF 713, etc.).

MIDWIF 731 – Advanced Midwifery Clinical Practicum II. This is a second elective clinical placement course worth three units. The placement will involve 96 hours of time in a clinical setting (e.g., one 8-hour day per week for twelve weeks, eight 12-hour days over two weeks, twelve 8-hour days over three weeks, etc.) and will be completed within one term. Placements will be customized to each student’s program of study (i.e., will map on to the didactic clinical content they have studied and to their personal learning objectives). Placements will be arranged by the program but may be identified by the student. Pre/co-requisite: MIDWIF 730.

**Supply of placement opportunities.** The McMaster Midwifery Education Program has a broad network of clinical placement sites that it uses for undergraduate midwifery students. We do not anticipate that the placements for master’s level students will conflict with undergraduate student placements, as the placements will be for different purposes, but do anticipate that our established networks will facilitate us identifying placements. We have attached letters of support for both clinical placement opportunities and leadership placement opportunities (See Appendix A).

**Accommodation.** Placement courses are elective rather than required courses, so an inability to complete a placement will not preclude successful completion of the degree. Placements will be sought and evaluated based upon individual student learning objectives which will support individualized accommodation of student needs.

#### **4.5 ACCESSIBILITY & INCLUSION**

The proposed program prioritizes inclusion and accessibility in multiple ways:

**Admissions** – The program will offer facilitated admissions processes for Indigenous and Black applicants to reduce barriers to participation (described in more detail in Section 2.3) and to support compositional diversity in the student body.

**Structure** – The program will be offered in a primarily on-line format to allow the participation of individuals who live across the country and abroad. The ability to access the program in an on-line format will support people who might not be able to leave their home community for financial or social reasons to participate in graduate education that might not otherwise be available to them. The use of primarily asynchronous on-line formats will increase the flexibility for students to allocate their time in ways that can accommodate their needs and will require less bandwidth than virtual classroom delivery modes, ensuring access for those in settings where internet infrastructure is less reliable.

**Curriculum** – The program has a core course, Social Justice and Inclusive Leadership, that incorporates key theoretical content to build capacity in students to actively contribute to building a more inclusive society. The learning activities and assessments in the course will focus on the practical application of theory to lead change within health care to improve equity and inclusion. The work of Indigenous and racialized scholars will be infused in course content and the curriculum will provide experiences for students to explore multiple epistemologies and ways of knowing.

**Inclusive teaching principles** – In alignment with McMaster’s commitment to inclusive teaching, the program will apply the five principles outlined in McMaster’s Guide to Inclusive Teaching. Specific examples of this are:

- the program will have a BPOC (Black/Person of Colour) Advisor who will support students throughout the program,
- Indigenous students will have access to the BPOC Advisor as well to McMaster’s Indigenous Student Services and the Faculty of Health Sciences’ Indigenous Students Health Sciences Office and the new Indigenous Learning Lodge that the faculty is implementing,
- recognition that even with a flexible on-line structure, students might experience challenges such as technical issues and isolation, and incorporating multiple, varied and proactive ways to reach out and support students
- the program will set clear expectations for academic work while making room for the unexpected, e.g., our approach will build in grace days for deadlines,
- the program will ensure compositional diversity in the faculty members which will include faculty and instructors who identify as Indigenous or racialized, and
- the program will incorporate educational best practices for accessibility and will leverage the expertise within the MacPherson Institute as the curriculum is developed to ensure that universal design strategies inform content, delivery, assessments strategies, and use of technology.

**Compliance with AODA** - The proposed program will aim to maintain the highest standard of accessibility for its students and staff by complying with the objectives set-out by the *Accessibility for Ontarians with Disabilities Act (AODA)* and the *McMaster University Accessibility Plan 2011-2025*. Program staff and faculty involved in the provision of educational and non-educational services to members of the public will complete mandatory training provided by McMaster University regarding accessibility policies and practices.

#### **4.6 RESEARCH REQUIREMENTS (IF APPLICABLE)**

Students in the thesis stream of the program will complete a thesis which embodies the results of original research and mature scholarship, in accordance with the regulations of McMaster’s School of Graduate Studies.

## 5 ASSESSMENT OF LEARNING

### 5.1 METHODS FOR ASSESSING STUDENTS

The diverse selection of core and elective courses, the leadership and clinical placements, and the thesis and capstone project options afford multiple means of assessing students in the program to ensure that they achieve the defined learning outcomes and meet expectations at the level of a master’s degree. Performance in each of the curriculum elements will be assessed using a variety of course assessment tools, as well as work-place based assessments for those students doing practicum placements.

Objects of assessment in the mandatory and elective courses will include academic papers, oral presentations that will be submitted as videos, and asynchronous written dialogue discussions. Some of the clinical electives will also incorporate written quizzes and exams. There will be clearly delineated criteria and rubrics to indicate the required level of academic rigour for each type of course assignment. Students will be assessed on their ability to critically analyse and translate current knowledge and apply it to systems within midwifery. The topics for written and oral assignments within the core courses will align with the program learning outcomes. In the table below, examples are provided of the kinds of assignments that will be used to assess program learning outcomes that are very particular to the program (i.e., PLOs 2, 3, 4, and 6).

PROGRAM LEARNING OUTCOMES (PLOs)	Example of learning activities/assignments
PLO 2 - Apply theoretical knowledge to plan, implement, and lead change within health care settings to transform systems and achieve results	Develop a proposal for an evidence-based quality improvement initiative in a clinical setting.
PLO 3 - Apply concepts of social justice as a leader and to promote equitable sexual and reproductive health care that meets community needs	Develop a protocol for a community needs assessment. Develop a proposal for a health service innovation aimed at improving access to equitable sexual and reproductive health care.
PLO 4 - Advocate for and lead expansion of the role and contributions of midwives in health systems	Develop a proposal for a new midwifery service model or role.
PLO 6 - Apply knowledge to evaluate initiatives in a health care setting or conduct original research to advance scholarship within the field of midwifery	Develop an evaluation protocol for a quality improvement initiative or a service innovation.

In the thesis stream, both the thesis and thesis defense will be conducted in accordance with university requirements. The capstone portfolio will compile student progress and accomplishment throughout the program and will include an individual project, which will provide an opportunity for the student to demonstrate their ability to comprehend, synthesize, and apply concepts learned throughout the program.

## 5.2 CURRICULUM MAP

PROGRAM LEARNING OUTCOMES (PLOs)		PROGRAM REQUIREMENTS	
By the end of the program the student graduating with a Masters of Midwifery degree will be able to	Master's Degree Level Expectations (DLEs)	Teaching Activities & Learning Opportunities	Assessments and Evidence
	<i>For each PLO, identify which DLE(s) it aligns with below.</i>	<i>For each PLO, what teaching activities and learning opportunities are students exposed to that will help them to achieve that PLO?</i>	<i>For each PLO, what is specifically collected from the student as evidence that they can/have achieved the PLO before they graduate?</i>
1. Critically evaluate research methods and the validity of key assumptions and evidence	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Application of Knowledge 5. Awareness of Limits of Knowledge	Foundations of Research for Midwifery Leadership  Social Justice and Inclusive Leadership  Thesis	<ul style="list-style-type: none"> <li>• Academic papers</li> <li>• Asynchronous written dialogue submissions</li> <li>• Oral presentations (submitted as videos)</li> <li>• Thesis</li> <li>• Thesis defense</li> </ul>
2. Apply theoretical knowledge to plan, implement, and lead change within health care settings to transform systems and achieve results	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Application of Knowledge 6. Autonomy and Professional Capacity	Residency 1  Leadership in the Midwifery Profession  Social Justice and Inclusive Leadership  Leadership Placement  Capstone Portfolio  Thesis	<ul style="list-style-type: none"> <li>• Academic papers</li> <li>• Asynchronous written dialogue submissions</li> <li>• Oral presentations (submitted as videos)</li> <li>• Thesis</li> <li>• Thesis defense</li> <li>• Capstone Portfolio</li> </ul>
3. Apply concepts of social justice as a leader and to promote equitable sexual and reproductive health care that meets community needs	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Application of Knowledge 6. Autonomy and Professional Capacity	Social Justice and Inclusive Leadership  Leadership Placement  Capstone Portfolio  Thesis	<ul style="list-style-type: none"> <li>• Academic papers</li> <li>• Asynchronous written dialogue submissions</li> <li>• Oral presentations (submitted as videos)</li> <li>• Thesis</li> <li>• Thesis defense</li> <li>• Capstone Portfolio</li> </ul>
4. Advocate for and lead expansion of the role and contributions of midwives in health systems	3. Application of Knowledge 4. Communication Skills 6. Autonomy and Professional Capacity	Residency 1  Leadership in the Midwifery Profession  Social Justice and Inclusive Leadership  Leadership Placement  Residency 2  Capstone Portfolio	<ul style="list-style-type: none"> <li>• Academic papers</li> <li>• Asynchronous written dialogue submissions</li> <li>• Oral presentations (submitted as videos)</li> <li>• Thesis</li> <li>• Thesis defense</li> <li>• Capstone Portfolio</li> <li>• Clinical Evaluations</li> </ul>

<p>5. Communicate effectively as a leader using both written and oral communication strategies</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>	<p>Thesis</p> <p>Residency 1</p> <p>Leadership in the Midwifery Profession</p> <p>Social Justice and Inclusive Leadership</p> <p>Foundations of Research for Midwifery Leadership</p> <p>Leadership Placement</p> <p>Residency 2</p> <p>Capstone Portfolio</p> <p>Thesis</p>	<ul style="list-style-type: none"> <li>• Academic papers</li> <li>• Asynchronous written dialogue submissions</li> <li>• Oral presentations (submitted as videos)</li> <li>• Thesis</li> <li>• Thesis defense</li> <li>• Capstone Portfolio</li> </ul>
<p>6. Apply knowledge to evaluate initiatives in a health care setting or conduct original research to advance scholarship within the field of midwifery</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Application of Knowledge 5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>	<p>Foundations of Research for Midwifery Leadership</p> <p>Capstone Portfolio</p> <p>Thesis</p>	<ul style="list-style-type: none"> <li>• Academic papers</li> <li>• Thesis</li> <li>• Thesis defense</li> <li>• Capstone Portfolio</li> </ul>
<p>7. Demonstrate critical analysis and expertise in a focused area of midwifery leadership (e.g., advanced practice, professional leadership, midwifery education, midwifery research)</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Application of Knowledge 4. Communication Skills 5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>	<p>Independent study</p> <p>Electives</p> <p>Capstone Portfolio</p> <p>Thesis</p>	<ul style="list-style-type: none"> <li>• Academic papers</li> <li>• Thesis</li> <li>• Thesis defense</li> <li>• Capstone Portfolio</li> </ul>

### 5.3 DEMONSTRATING STUDENT ACHIEVEMENT

The vision of this program is to enhance the growth of midwifery leadership within health systems through building both knowledge and skills in professional leadership. Graduates will also acquire expertise in a chosen area of focus which may include clinical leadership, midwifery education, research, or advanced clinical practice. The successful graduate of this unique master’s degree will be someone who can lead change and promote innovation in midwifery, wherever they may work. The leadership and clinical placements will provide an opportunity for students to demonstrate the successful application of theory in practice. Providing the opportunities for placements during the program will afford assessment of the student’s abilities in an authentic setting; it will also set the stage for the development of networks that students will use as they strive to move into positions of leadership upon graduation. In the final year of study, the thesis or individual project will provide an opportunity for students to bring together the content they have learned throughout the program and demonstrate successful application and synthesis. The capstone portfolio will provide a further opportunity for students in the course-based stream to produce a summative document to demonstrate achievement of all the program learning expectations.

## **6 RESOURCES**

### **6.1 GRADUATE PROGRAMS**

#### **6.1.1 ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES**

Administrative Resources. We will require a Program Director (who is a faculty member) in a 0.2 FTE role. This role, along with a full time Administrative Assistant and a casual Program Support Assistant, will comprise the core staff of the Program. An Administrative Assistant at 1.0 FTE will provide dedicated administrative support for the Program and will work with faculty and students to plan and coordinate Program courses, events and activities. The casual Program Support Assistant at 0.35 FTE will provide ad hoc support to the Program. The Program will be led by the Program Director, who together with the support staff will oversee daily operations and ensure adherence to the aims and objectives and business plan. The program will be funded through tuition revenue.

Physical Resources. The program will be delivered primarily through online methods, which will limit the use of physical resources. The two residencies will be offered during the summer term, when the undergraduate midwifery program does not offer any in-person courses, so the in-person sessions for the residencies can be held in the classroom used by the Midwifery Education Program. We propose using existing space within the offices occupied by the Midwifery Education Program. This will include office space (for a total 151 square feet (or 14 square meters)) for the Program Director, the program manager, and one administrative assistant.

Financial Resources. The Program will be self-funded. Tuition income from domestic and international full-time and part-time students will be the sole source of revenue to the Program. Most of our expenses are related to human resources, which includes salary expenses for the Program Director, staff and teaching faculty. Central expenses are the next major driver for Program costs, which are determined centrally by the University given Program operational needs. Other Program direct expenses are minimal which includes costs for Program supplies, teaching equipment, telephone and travel.

#### **6.1.2 LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES**

The McMaster Health Sciences Library has an excellent collection of midwifery resources that currently supports the undergraduate midwifery education program. The demands of the proposed master's program would be minimal and, as confirmed through consultation with the head librarian, would not require additional staffing or acquisitions for the library. Existing library online resources would be leveraged to provide students with training in library skills. The program will be run using existing technology platforms at the university (e.g., Avenue to Learn, Zoom, Teams). The program will not use any laboratory resources.

#### **6.1.3 FACULTY**

The core faculty members either teach in McMaster's undergraduate midwifery program (n=7) or are members of the MMRC. Several of the core faculty members have growing research programs and experience supervising graduate students. Across the undergraduate midwifery faculty members and adjunct MMRC members we have nine people with doctoral level training who would be able to supervise students. This includes an Indigenous scholar, Dr. Karen Lawford, who will be available to supervise Indigenous midwives enrolled in the degree. Experienced supervisors will support the development of

supervisory skills in faculty members with less experience. Core faculty members will contribute to course development and will teach in the program. We will also bring in adjunct faculty members to support course development and teaching. Teaching and facilitating within each course will be team based, which will distribute the teaching load. Our budget includes resources to increase the use of sessional instructors in the undergraduate midwifery education program to shift faculty members' workloads to allow them to teach in the master's program.

**6.1.4 STUDENT FINANCIAL SUPPORT**

Financial support for students will come from multiple sources, including OSAP, university entrance scholarships, teaching assistantships in the undergraduate midwifery education program, research assistantships funded by faculty research grants, and external scholarships (e.g., CIHR, OGS). The MMRC has also been highly successful in obtaining graduate student research grants through the Association of Ontario Midwives. Additionally, the MMRC has a research fund which is available to support grants and scholarships. International students from the global south will be eligible for scholarships through Rotary International and through the Aga Khan Foundation.

**6.1.5 FACULTY RESEARCH FUNDING**

The Table shows the amount of funding that has been awarded to core faculty members who will be teaching in the program and indicates the funds available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research.

Operating Research Funding by Source and Year				
	Source			
Year <sup>1</sup>	Granting Councils <sup>2</sup>	Other Peer Adjudicated <sup>3</sup>	Contracts <sup>4</sup>	Others <sup>5</sup>
2020	\$1,095,342	\$34,000		
2019	\$249,368	\$228,313		\$145,249
2018		\$165,367		\$215,000
2017		\$49,473	\$150,000	\$240,000
2016	\$949,510			
2015		\$150,000		
2014	\$946,604			
<b>Totals</b>	\$3,240,824	\$627,153	\$150,000	\$600,249

1. Years are shown as calendar years, according to the year the funds were initially awarded

2. Source: CIHR

3. Sources include: Association of Ontario Midwives Research Grants, MITACS, The Teresa Cascioli Charitable Foundation, Grand Challenges Canada

4. Sources include: The Ontario Ministry of Health via Markham Stouffville Hospital

5. *University allocated grants (Sources include: Sunnybrook Research Institute, The McMaster Midwifery Research Fund, the Department of Obstetrics & Gynecology)*

#### 6.1.6 SUPERVISION

Faculty Name & Category of Appointment	Home Unit <sup>1</sup>	Level of Privileges <sup>2</sup>
<b>Category 1</b>		
Dr. Liz Darling	Obstetrics	Supervisor
Dr. Beth Murray-Davis	Obstetrics	Supervisor
Dr. Patricia McNiven	Family Medicine	Supervisor
Dr. Anne Malott	Family Medicine	Supervisor
Kate Demers	Obstetrics	Committee Member
Kathi Wilson	Obstetrics	Committee Member
Helen McDonald	Family Medicine	Committee Member
<b>Category 2</b>		
Dr. Karen Lawford	McMaster Midwifery Research Centre (MMRC)	Supervisor
<b>Category 3</b>		
Dr. Meredith Vanstone	Family Medicine	Supervisor
Dr. Stacey Ritz	Pathology and Molecular Medicine	Co-Supervisor
<b>Category 4</b>		
Dr. Cristina Mattison - Adjunct	Obstetrics/HEI	Supervisor
<b>Category 6</b>		
Dr. Elizabeth Cates	MMRC	Committee Member
Carol Cameron - Adjunct	Family Medicine	Committee Member
Abigail Corbin - Adjunct	Family Medicine	Committee Member
'Remi Ejiwumni - Adjunct	Family Medicine	Committee Member

<sup>1.</sup> *This is the budget unit paying the salary: department, school, research centre or institute, or other.*

<sup>2.</sup> *Indicate the level of supervisory privileges held by each faculty member: e.g., full, master's only, co-supervision only, etc.*

Category 1: tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review. For this purpose the master's and doctoral streams of a program are considered as a single program. Membership in the graduate program, not the home unit, is the defining issue.

Category 2: non-tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review.

Category 3: tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 4: non-tenure track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 5: other core faculty: this category may include emeritus professors with supervisory privileges and persons appointed from government laboratories or industry as adjunct professors. Please explain who would fall into this category at your institution.

Category 6: non-core faculty who participate in the teaching of graduate courses.

**Note:** Academic units can opt to include additional columns with demographic information about their faculty members, as appropriate.

Completed and Current Numbers of Thesis <sup>1</sup> Supervisions by Faculty Member						
Member	Completed			Current		
	Master's	PhD	PDF	Master's	PhD	PDF
Dr. Beth Murray-Davis – Associate	4	-	-	1	-	-
Dr. Patricia McNiven – Associate	13	1	-	-	-	-
Dr. Anne Malott – Associate	1	-	-	-	-	-
Dr. Liz Darling – Associate	1	-	-	3	2	2

## 7 QUALITY AND OTHER INDICATORS

### 7.1 ACADEMIC QUALITY OF THE PROGRAM

The program leadership and faculty members will draw on the experience we have developed from offering an undergraduate midwifery education program to implement a comprehensive approach to measure and ensuring the academic quality of the program. We will use the following methods of formative assessment and feedback to facilitate reflexivity within the Program and to support ongoing refinement of the curriculum and its delivery:

- Program-wide student-faculty meetings each term to receive feedback and address questions
- Informal requests for student feedback during courses
- Anonymous student evaluations of courses and instructors at the end of courses
- In-program student satisfaction and experience surveys
- Alumni satisfaction and experience surveys
- Written and verbal feedback from instructors and preceptors teaching in the program

We will also make use of additional metrics to document the academic quality of the program:

- Number of scholarly presentations per student
- Number of scholarly publications per student
- Proportion of thesis students with at least one accepted thesis-related publication within one year of graduation
- Average time-to-completion for full-time students
- Average time-to-completion for part-time students

- Number of awards, grants, and scholarships (internal and external)
- Retention rate
- Employment in a leadership position within 24 months of graduation
- Number of full-time students receiving TA-ships and RA-ships

## **7.2 INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE**

Faculty in the program have experience creating high quality experiences for midwives who are graduate students through work that has been done since the inception of the McMaster Midwifery Research Centre (MMRC). The MMRC offers a rich learning environment for graduate students, with opportunities for students to interact with faculty and research staff in research centre meetings and in smaller project team meetings. The centre also offers several research-focussed workshops each year to support the development of research skills. Informal mentorship from research staff and other students is readily available, and an online repository of resources supports students to develop key research skills such as completion of research ethics review board applications and the development of detailed research protocols. The MMRC also runs an annual research symposium and regular research rounds, which offer opportunities to showcase student research and for students to be exposed to high calibre research done by leading researchers in the field. Current areas of research strength at the MMRC will facilitate opportunities for students to participate in ongoing research projects whose goal coincides with those of the master's program – the development of new midwifery leadership capacity and broader access to midwifery care. Regular one-on-one meetings between students and their faculty supervisor will help support student success and maintain student engagement with the program.

Current faculty members who are available to provide mentorship and academic supervision have extensive experience in midwifery practice, research, and administration. The program will also recruit guest lecturers from diverse backgrounds to support compositional diversity and the inclusion of diverse perspectives and experience in the delivery of the curriculum.

The program will offer opportunities for customization to meet the unique needs of students. Elective courses will also students to focus on content that is of greatest relevance to their context and goals. Leadership and clinical placements will also allow students to pursue individual learning objectives, as will the option of an independent study elective.

## **TRACKING THE APPROVALS PROCESS FOR NEW GRADUATE PROGRAMS**

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**PLEASE NOTE:** This table must be appended to the New Program Proposal Document and updated as each step in the approvals process is completed.

<b>STEP IN THE NEW PROGRAM APPROVALS PROCESS</b>	<b>NAME OF COMMITTEE/ INDIVIDUAL PROVIDING CONSULTATION</b>	<b>DATE OF DOCUMENT APPROVAL</b>
<b>Preparation of the Resource Implications &amp; Financial Viability Template (Budget)</b>	<b>Linda Coslovi, Associate Vice-President, Finance &amp; Planning (Academic)</b>	<b>March 1, 2021</b>
<b>University Students Fees Committee Approval of Budget</b>	<b>Fees Committee</b>	<b>March 5, 2021</b>
<b>Departmental &amp; Faculty Approvals of Proposal</b>	<b>Graduate Policy and Curriculum Council</b>	<b>February 17, 2021</b>
	<b>Faculty of Health Sciences Executive Committee</b>	<b>March 24, 2021</b>

**Please note that approvals from the following internal committees is also required before the New Program Proposal can be sent to Quality Council & MTCU: *Graduate Council, University Planning Committee and Senate.***

Appendix A  
Letters of Support  
Master's of Science (Midwifery) Proposal

Faculty of Health Sciences:

- Nursing
- Health Research Methodology
- Health Science Education
- Public Health
- Rehabilitation Sciences

Midwifery Organizations:

- Canadian Association of Midwives
- Canadian Midwifery Regulator's Council
- Association of Ontario Midwives
- College of Midwives of Ontario

Other:

- Dr. Jon Barrett – Incoming Chair of Department of Obstetrics & Gynecology
- Dr. Laura Gaudet
- MATCH
- Oracle Community Care and Outreach
- Crown Point
- NorWest Community Health Centre
- Stephanie Crouch, RM
- Ottawa Birth and Wellness Centre
- Halton Healthcare
- Collingwood General & Marine Hospital
- London Health Sciences Centre

January 25, 2021

Dr. Liz Darling  
Assistant Dean, Midwifery  
HSC-4H24  
McMaster University

Dear Liz,

As the Assistant Dean of Graduate Nursing Programs, it is my pleasure to offer you a letter of support for your proposed Master of Midwifery Program.

As we have discussed, the School of Nursing offers several graduate level courses that may be of interest to your students, including: NUR 715 (Quantitative Research Methods), NUR 712 (Evidence Based Health Care), NUR 745 (Qualitative Research Methods), NUR 770 (Mixed Methods), and NUR 700 (Philosophy). In addition to this, there are several cross listed courses RS/NUR 725 (Knowledge Translation) and RS/NUR 758 (Qualitative Data Analysis) which may be of interest to students. We would welcome students in the Masters of Midwifery degree to enroll in these courses with the understanding that your program may need to provide teaching support should we be unable to accommodate them with our existing resources. We also welcome the offer for students in our programs to potentially take electives offered by your program.

Yours sincerely,



Nancy Carter, RN, PhD  
Assistant Dean, Associate Professor  
Graduate Nursing Program, School of Nursing  
Faculty of Health Sciences



*Department of Health Research Methods, Evidence and Impact  
Faculty of Health Sciences*

1280 Main St West, Building #43, Room 207  
Hamilton, ON, L8S 4K1

*January 22, 2021*

Dr. Liz Darling  
Assistant Dean, Midwifery  
HSC-4H24  
McMaster University

Dear Liz,

On behalf of the Health Research Methodology Program, I am happy to provide this letter of support for your proposed Master of Midwifery Program.

Subject to availability, students in your program will be able to take HRM courses as electives providing that they meet the prerequisites and have permission of the instructor. We also welcome the offer for students in our program to potentially take electives offered by your program.

Yours sincerely,

A handwritten signature in black ink that reads "Mitchell Levine".

Mitchell Levine, MD, MSc, FRCPC, FACP, FISPE  
Assistant Dean  
Health Research Methodology Program  
Faculty of Health Sciences

January 15, 2021

Dr. Liz Darling  
Assistant Dean, Midwifery  
HSC-4H24  
McMaster University

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Dear Liz,

On behalf of the Health Science Education Program, I am happy to offer you a letter of support for your proposed Master of Midwifery Program.

The HSED program offers courses that your students may be interested in taking as electives, and our program is happy to welcome students in the Master of Midwifery Program to enroll in these courses; subject to availability. As you and I have discussed, we may need to ask that your faculty members provide teaching support if limited resources would otherwise prevent us from enrolling Master of Midwifery students in HSED courses. We also welcome the offer for students in our programs to potentially take electives offered by your program.

Yours sincerely,



Lawrence Grierson, PhD  
Assistant Dean | Health Sciences Education Graduate Program  
Scientist | McMaster FHS Program in Education Research, Innovation & Theory (MERIT)  
Associate Professor | Department of Family Medicine

January 18, 2021

Dr. Liz Darling  
Assistant Dean, Midwifery  
HSC-4H24  
McMaster University

Dear Liz,

As the Director of McMaster's Master of Public Health (MPH) Program, I offer this this letter to indicate my support for your proposed Master of Midwifery Program.

Your proposed program will create opportunities for students in both the Public Health and the Midwifery programs to occasionally take elective courses in the other program, and we welcome this opportunity.

Yours sincerely,

*Emma Apatu*

Dr. Emma Apatu, DrPH, MPH  
Director, Master of Public Health program  
Associate Professor  
Department of Health Research Methods Evidence and Impact  
McMaster University  
Email: [apatue@mcmaster.ca](mailto:apatue@mcmaster.ca)



Dr. Liz Darling Assistant Dean,  
Midwifery McMaster University

January 19, 2021

Dear Liz,

The Canadian Association of Midwives (CAM) is the national organization representing midwives and the profession of midwifery in Canada. The mission of CAM is to provide leadership and advocacy for midwifery throughout Canada as an autonomous body. Your proposal to provide a master's degree in midwifery will address a long overdue need in Canada and is a welcome addition to support the development of the profession nationally and internationally.

Around the world midwives are grossly underrepresented within positions of leadership. In Canada there is no Chief Midwifery Officer, there are no midwives in cabinet or legislature, no midwives holding leadership positions with Global Affairs or the Public Health Agency. Like our colleagues in nursing and other female dominated health professions, midwives who occupy leadership positions are unlikely to have any formal leadership training. Indeed, there are no graduate level midwifery programs available in Canada, and unlike our colleagues in medicine and nursing there are no funds or fellowships to develop midwifery leadership in Canada.

The International Confederation of Midwives has recently highlighted the need to develop midwifery leadership as a key strategic priority. The proposed curriculum offers an excellent approach to meet this need by developing midwives' knowledge and skills so that they can take on leadership roles across health systems. The interdisciplinary approach of integrating current scholarship pertaining to health care leadership and social justice within health care and how these bodies of knowledge can be applied within the midwifery profession is timely. The integration of social justice content reflects the deep need within our society to address issues of social inequity and to work towards ensuring health equity. Experiential learning opportunities like the leadership placement elective provided through the program will support students to be well prepared to apply what they learn in the work environment.

2330 Notre-Dame Ouest, Bureau 300, Montréal, Québec, H3J 1N4

Tel: 514-807-3668 Fax: 514-738-0370 Email: [admin@canadianmidwives.org](mailto:admin@canadianmidwives.org)

[www.canadianmidwives.org](http://www.canadianmidwives.org)



We are happy to offer CAM's strong support for the development of this program and we welcome students enrolled in this program to participate in leadership placements within our organization.

Sincerely,

A handwritten signature in black ink that reads 'Alix Bacon'. The signature is written in a cursive, flowing style.

Alix Bacon, RM

President / Présidente

Canadian Association of Midwives / Association Canadienne des sages-femmes

2330 Notre-Dame Ouest, Bureau 300, Montréal, Québec, H3J 1N4

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February 4, 2021

Dr. Liz Darling  
Assistant Dean, Midwifery  
HSC-4H24  
McMaster University

Dear Liz,

As the Vice-Dean, School of Rehabilitation Science, I am happy to provide you with a letter of support for your proposed Master of Midwifery Program.

The School of Rehabilitation Science welcomes the opportunity to collaborate with Midwifery to enhance each other's course offerings. We appreciate your offer for students in our programs to potentially take electives offered by your program. We have several online courses that may be of interest to your students, including REHAB 744 (Quantitative Research Methods), HM 732 (Strategic Writing), and HM 734 (Quality and Safety in Healthcare). We would welcome students in the master's of midwifery degree to enroll in these courses, with the understanding that your program may need to provide teaching support should we be unable to accommodate them with our existing resources.

Yours sincerely,

**Dr. Dina Brooks**, PhD, MSc, BSc (PT)  
Vice-Dean (Faculty of Health Sciences) and  
Executive Director, School of Rehabilitation Science  
McMaster University

---

**BRIGHTER WORLD**



Canadian Midwifery Regulators Council  
21 St. Clair Avenue East, suite 303  
Toronto, ON M4T 1L9

January 21, 2021

Dr. Liz Darling,  
Assistant Dean, Midwifery  
McMaster University

Dear Dr. Darling,

The Canadian Midwifery Regulators Council (CMRC) is a network of provincial and territorial regulatory authorities. Collectively, we regulate the profession of midwifery, setting and maintaining high standards of practice, and ensuring regulatory harmony across the country. I am writing this letter to express our organization's support for McMaster University's proposal to develop a master's degree in midwifery and our willingness to explore leadership placements for students enrolled in the program.

Our organization strives to provide strong leadership and excellence in midwifery regulation, education and practice. To achieve this, we need midwife professionals who not only have advanced skills in the clinical domain, but also leadership and research skills. A Canadian master's of midwifery degree would more thoroughly prepare midwives in these areas and would help to create new opportunities for midwives in Canada to assume roles that they frequently assume in other countries (such as hospital program managers and professional clinician educators).

We strongly believe that McMaster Midwifery is well positioned to offer the country's first master's degree in midwifery. We look forward to working with the program in this innovative and much needed initiative.

Sincerely,

Louise Aerts, CMRC Board Chair



Association of  
Ontario **Midwives**  
*Delivering what matters.*

January 20, 2021

Dr. Liz Darling  
Assistant Dean, Midwifery  
McMaster University

### Letter of Support

Dear Liz Darling,

On behalf of the Association of Ontario Midwives (AOM), I am pleased to offer this letter of support for the proposed Master's of Science degree in Midwifery at McMaster University.

The Association of Ontario Midwives is dedicated to advancing the clinical and professional practice of Indigenous/Aboriginal and registered midwives in Ontario. Ontario midwives have a 25-year history of making important contributions to Ontarians by providing care that supports excellent clinical outcomes and high levels of client satisfaction. The proposed Master's program in Midwifery aligns with our vision of midwives leading reproductive, pregnancy, birth & newborn care across Ontario and proactively addresses a pressing societal need in Canada for midwives to play an increased role in leadership within health systems. We strongly believe this program will support for high quality and responsive services provided by midwives which meet the needs of the population.

The AOM fully supports the implementation of this Master's program. We are also happy to offer leadership placement opportunities in our organization to students in the program. We look forward to this collaboration.

On behalf of the AOM, yours sincerely,

---

Juana Berinstein  
A/Executive Director  
Association of Ontario Midwives



Dr. Elizabeth Darling  
Assistant Dean, Midwifery  
McMaster University  
Email: [darlinek@mcmaster.ca](mailto:darlinek@mcmaster.ca)  
Tel: (905) 525-9140 ext. 21597

RE: Master of Science in Midwifery

January 19, 2021

Dear Dr. Darling,

On behalf of the College of Midwives of Ontario, I am writing to express my full support for the proposed Master of Science degree in Midwifery at McMaster University. The College of Midwives is the regulator of midwives in the province of Ontario. We regulate more than 1000 midwives in Ontario and our purpose is to protect the public and the public interest.

One of our guiding principles includes innovation. We are pleased to see that the Master of Science degree curriculum will offer opportunities for midwives who are taking on innovative roles to ensure that they have excellent training and consolidation of advanced skills to support doing so safely. Additionally, the program's focus on preparing midwives to lead health system innovation and ensuring ongoing quality improvement will support emerging midwifery leaders to ensure safe, high quality care for the public. We are also pleased to see that the curriculum addresses social justice and community engagement, which will support graduates to lead changes in the health system that support more equitable health care.

I truly believe that this program is a unique and valuable addition to the graduate level educational options available midwives. The College will also be happy to take on students for leadership placement opportunities within our organization.

Best regards,

Kelly Dobbin  
Registrar-CEO  
College of Midwives of Ontario  
Tel: 416-640-2252 ext 226

Jon F. R. Barrett  
Professor University of Toronto  
Chief of Maternal Fetal Medicine, Sunnybrook Health Science Centre  
Aubrey and Marla Dan Program 2075 Bayview Ave, M4 – 172 Toronto  
M4N 3M5  
Tel : 416 480 4920  
Fax :416 480 4933

February 3, 2021

Dr. Liz Darling  
Assistant Dean, Midwifery  
McMaster University

Dear Liz,

As the incoming chair of McMaster's Department of Obstetrics and Gynecology, I am delighted to provide you with a letter of support for your midwifery master's degree proposal. My vision for the department is to strengthen our research focus, and to do so I hope to be able to build on the department's existing research strengths which include the McMaster Midwifery Research Centre.

Introducing the first master's degree in midwifery in the country will support McMaster to play a leadership role nationally and internationally in midwifery research. The midwifery master's program will build research capacity and will contribute to McMaster's Obstetrics and Gynecology Department developing a rich program of inter-professional research in sexual and reproductive health.

Yours sincerely,

Jon Barrett





Centre des sciences de  
la santé de Kingston

**Laura M. Gaudet**  
MD, MSc, FRCS  
Associate Professor  
DEPARTMENT OF  
OBSTETRICS AND GYNAECOLOGY

Division Head  
MATERNAL FETAL MEDICINE  
Kingston General Hospital  
76 Stuart Street  
Kingston, ON, Canada K7L 2V7  
Tel 613 548-6072  
Fax 613 548-1330  
laura.gaudet@kingstonhsc.ca

January 20, 2021

Dear Dr. Darling,

As the co-founder for ORACLE, I am very pleased to provide this letter in support of providing clinical placement opportunities for students in the Midwifery Master's Program at McMaster University. ORACLE is a collaborative care program, with care of medically and socially complex clients shared between the midwifery team and the maternal-fetal medicine team at The Ottawa Hospital. Care is delivered within an outreach model, and work is done collaboratively with many community organizations including outreach nursing, mental health and addiction services, community health centres, and child protection.

Within the ORACLE collaboration, work is quite different from conventional midwifery, but provides exposure to the various layers of healthcare and social needs and complexities that are experienced by some birthing people. The program will offer students the opportunity to participate in caring for people with complex needs, which will dovetail nicely with the core social justice content and the advanced clinical elective content in your master's program curriculum.

The proposed master's program aligns well with the goals of the ORACLE model and has the potential to affect an impact at the person and system level. I believe this project will be a landmark model for advanced education in midwifery.

In 2019, I moved from Ottawa to Kingston, where I continue to see the same patient population. With involvement of local midwives and support of the Queen's Department of Obstetrics and Gynecology, I would be very happy to explore opportunities to provide clinical placements to students enrolled in this program. Please accept this letter as a strong endorsement for this initiative.

Respectfully submitted,

Yours truly,

Laura Gaudet, MSc, MD, FRCS

Maternal Fetal Medicine Specialist, Kingston Health Sciences Centre  
Associate Professor, Obstetrics and Gynaecology, Queen's University



January 19, 2021

Dear Liz,

The MATCH (Midwifery and Toronto Community Health) program offers a wide variety of services related to pregnancy, labour, and birth, as well as postpartum care for infants and adults, well-gynecological care and abortion services. Our team is made up of four midwives and a social worker. We work closely with an interdisciplinary team to provide a wide array of services including supports and services for individuals and families planning to welcome a baby. We are writing this letter to express our unequivocal support for the development of a master's degree in midwifery that will prepare midwives with advanced skills, much needed in the profession today.

We know that having midwives with advanced skills and integrating them into expanded clinical roles leads to excellent clinical outcomes, high levels of satisfaction for clients, improved access to care for underserved population and more appropriate care for populations who are marginalized. Our team specializes in caring for people who for a variety of reasons have experienced discrimination and limitations in accessing healthcare services appropriate to their needs. We are hopeful that the master's program that you are proposing will provide opportunities for midwives to acquire the education and skills that help them to better serve underserved populations and to push to improve health care more broadly.

We look forward to working with McMaster Midwifery as you move forward in offering Canada's first master's degree in midwifery. We are happy to provide clinical placement opportunities at MATCH to master's students enrolled in this Program.

Sincerely,

Shezeen Suleman RM  
Midwife Co-Lead



South Riverdale Community Health Centre - SRCHC  
@SRiverdaleCHC  
srchc.ca

**MATCH Program**  
South Riverdale Community Health Centre  
955 Queen Street East, Toronto, Ontario  
Phone: (416) 461-2493 Fax: (416) 461-8245 match@srchc.com

## ORACLE COLLABORATIVE CARE AND OUTREACH

2260 Walkley Road, unit #101 Ottawa Ontario K1G 6A8 t. (613)883-2566 f. (613)319-2565

Dear Dr. Darling,

As the co-founder for ORACLE, I am very pleased to provide this letter in support of providing clinical placement opportunities for students in the Midwifery Master's Program at McMaster University. ORACLE is a collaborative care program, with care of medically and socially complex clients shared between the midwifery team and the maternal-fetal medicine team at The Ottawa Hospital. We deliver care within an outreach model, and work collaboratively with many community organizations including outreach nursing, mental health and addiction services, community health centres, and child protection.

Our work is quite different from conventional midwifery, but provides exposure to the various layers of healthcare and social needs and complexities that are experienced by some birthing people. Our program will offer students the opportunity to participate in caring for people with complex needs, which will dovetail nicely with the core social justice content and the advanced clinical elective content in your master's program curriculum.

We are excited that the program will be graduating midwives with advanced clinical training in medically complex and marginalized clients.

The proposed master's program aligns well with our goals and has the potential to demonstrate an impact at the person and system level. I believe this project will be a landmark model for advanced education in midwifery and would be very happy to provide clinical placement opportunities to students enrolled in this program. Please accept this letter as a strong endorsement for this initiative.

Respectfully submitted,



Amy McGee RM MSW PhD

# Crown Point

## Family Health Centre

67 KENILWORTH AVE N, LOWER LEVEL  
HAMILTON, ONTARIO L8H 4R6  
TELEPHONE (905) 547-2302  
FASCIMILE (905) 548-9722

DR. HAIDER SAEED  
DR. MEGHAN DAVIS  
DR. CHRISTINE ZRINCAK  
DR. EMILY OW

January 19<sup>th</sup>, 2021

Dear Dr. Darling,

The Crown Point Family Health Centre is a patient centred family medicine team working together to build a healthier community in central Hamilton. Our centre strives to provide access to quality healthcare, and to support patient self-management through a caring, collaborative organization. We have a long history of collaboration with McMaster University, and since 2018 with the McMaster Midwifery Education Program. Our health team includes a well-integrated midwifery team that offers expanded midwifery services to our community. All our midwives hold adjunct or faculty appointments at McMaster University. I am writing this letter today to express our support for accommodating the students enrolled in the Midwifery Master's program for clinical placements at our centre.

The midwifery scope of practice across Canada has expanded over time to include advanced skills (e.g., surgical assist, point of care ultrasound, intrauterine contraceptive device insertion, etc.) that are additional to the core competencies of the profession and not part of the skill set of all midwives. The Midwifery Master's Program will provide opportunities for education and training to help fill this gap. Furthermore, experiential education provided through this Program, in the form of a clinical or a leadership placement provides an excellent opportunity for students to apply knowledge and consolidate skills.

Our Centre is committed to providing clinical placement opportunities to students enrolled in this Program. We strongly support further development of this Program and look forward to its successful implementation.

Sincerely,



Meghan Davis B. Eng. MD FCFP  
Associate Lead Physician, Hamilton Family Health Team  
Assistant Clinical Professor, Department of Family Medicine, McMaster University



NorWest Community  
Health Centres  
Centres de santé  
communautaire NorWest

NorWest CHCs  
525 Simpson St  
Thunder Bay, ON  
P7C3J6

Dear Dr. Darling,

In our role as midwives at the NorWest Community Health Centres, we strongly endorse the launch of the first Canadian Master's degree in Midwifery. NorWest Community Health Centres understands that every client, family, pregnancy and baby is unique, that requires personalized care. We believe the Master's degree in Midwifery can help establish expertise and autonomy for midwives in practice that allow them lead innovation in our health system to create better patient-centred care.

Midwives are front line health care workers who are trusted in our community and have the unique opportunity to spend more time with our clients. We need more midwives with advanced skills training, in an enhanced capacity, to meet the challenges faced by our community. The proposed Master's degree in Midwifery paves the way for providing innovative and specialized care to midwifery clients by thoroughly preparing midwives through quality education and hands-on training in clinical and leadership domains.

We encourage the development of the Master's degree in Midwifery. We strongly believe this will enhance the roles of midwives in our community specifically, and across the province. We look forward to the possibility of having midwives enrolled in this Master's program participate in clinical placements with us. We sincerely hope that this Program receives the required funding and approval to move forward.

Yours sincerely,

*Jenni Huntly*

Jenni Huntly RM

Rebecca Hautala RM

<b>Thunder Bay (Main Office)</b> 525 Simpson Street Thunder Bay, ON P7C 3J6 Tele: 807.622.8235	<b>Longlac</b> 99 rue Skinner Ave C.P./P.O. Box 910 Tele: 807.876.2271	<b>Armstrong</b> P.O. Box 104 Armstrong, ON P0T 1A0 Tele: 807.583.1145	<b>Mobile Units</b> 1-866-357-5454
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# Queensway Obstetrics and Gynecology

89 Queensway West, Suite 406  
Mississauga, ON L5B 2V2  
Phone: 905-268-9928 Fax: 1-888-972-4226

January 21, 2021

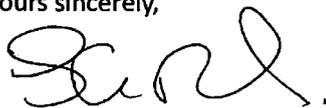
Dr. Liz Darling  
Assistant Dean, Midwifery  
McMaster University

Dear Liz,

As you know, I am a registered midwife who practices in Mississauga, Ontario. As part of my practice, I provide pessary care in collaboration with an obstetrician-urogynecologist. I am enthusiastic about the proposal that McMaster has developed for a master's degree for midwives and am very willing to contribute towards supporting the program by providing clinical placements to students in the program who are interested in gaining advanced clinical skills to fit vaginal pessaries for the treatment of pelvic organ prolapse.

My experience providing pessary care has shown me that midwives have much to offer in providing holistic, patient-centred sexual and reproductive health care, as well as essential well-woman care. A master's degree that supports midwives to gain advanced clinical skills and also build leadership abilities will help midwives to successfully expand the contributions that they are currently making to health care. I am happy to provide strong endorsement for the proposal.

Yours sincerely,



Stephanie Crouch



Ottawa Birth and  
Wellness Centre  
Centre de naissance et  
de bien-être d'Ottawa

Ottawa Birth and Wellness Centre  
2260 Walkley Road  
Ottawa, ON  
K1G 6A8

Dr. Liz Darling  
Assistant Dean, Midwifery  
McMaster University

January 25, 2021

Dear Liz,

The Ottawa Birth and Wellness Centre (OBWC) is a midwife-led, community-based Independent Healthcare Facility, located just south of downtown Ottawa. We offer birthing people a safe, comfortable, family-centered environment to welcome their baby into the world. Our centre also serves as a community base for information and support about pregnancy, labour and birth, infant feeding, and parenting.

We are very excited to hear about McMaster's proposal for a master's degree in midwifery and about the focus the proposed program will have on cultivating midwifery leaders. As a midwife-led organization, we appreciate the need for educational opportunities for midwives to develop their knowledge and skills to prepare them for leadership positions. As our birthing centre demonstrates, midwifery-led innovations have the potential to make strong, cost-effective and positive contributions to the health system. The proposed degree would support more midwives to take on leadership roles in communities across Ontario and expand the positive impact of midwifery care.

It is my pleasure to offer this letter of support for your proposal. The OBWC would also be happy to offer students enrolled in the midwifery master's program leadership placements at our Centre.

Sincerely,

*Elyse Banham*

Elyse Banham  
Executive Director,  
Ottawa Birth and Wellness Centre



Dr Liz Darling  
Assistant Dean, Midwifery  
McMaster University

19 January 2020

Dear Dr Darling

On behalf of Halton Healthcare, I am pleased to provide a letter of support for your proposal to create a Master's degree program in Midwifery.

As a community hospital corporation in Halton Region, Ontario, we are committed to providing exemplary patient experiences, always. More than 4,000 babies are delivered each year at our hospitals and we recognize the importance of our midwifery colleagues as part of the team providing care to mothers, their babies, and families.

Providing graduate education opportunities to midwives will serve them well in preparing them to take on leadership roles within the midwifery profession, and the broader healthcare system. Hospitals will benefit from midwives acquiring an advanced body of knowledge and skills. Most importantly, we believe that those living in the communities which we serve will be advantaged by the development of this program.

From a personal perspective, I previously trained and practiced in the United Kingdom, where midwives are much more central to maternity care. I think there is tremendous opportunity to advance midwifery in Canada, and establishment of a Master's program could help promote such advancement.

We would like to take this opportunity to thank you for your efforts, and we look forward to our ongoing collaboration.

Yours sincerely

A handwritten signature in black ink, appearing to read "D. Edgcumbe", with a long horizontal line extending to the right.

Dr Daniel P Edgcumbe

Vice President, Medical Affairs



**HALTON HEALTHCARE**

3001 Hospital Gate  
Oakville, ON L6M0L8



**Healthy Babies,  
Happy Families**  
The Well Baby Clinic



Dr. Liz Darling  
Assistant Dean, Midwifery  
McMaster University

Dear Dr. L Darling,

In my role as the clinic lead of Healthy Babies, Happy Families Well-Baby Outpatient Clinic, an expanded midwifery care model at the Collingwood General and Marine Hospital, I am very excited to learn about your proposal to create a master's degree for Canadian midwives. I value my own undergraduate and graduate education from McMaster University, and strongly believe that graduate level studies are important to prepare midwives to take on leadership roles in the health care system.

In collaboration with the Collingwood General and Marine Hospital, midwives have worked with other health professionals in our community to develop a unique, interdisciplinary model of midwifery-led care. This innovative model is designed to address gaps in our local health care system by improving access to care to meet the needs of birthing people and their babies, particularly in the postpartum period. Our program offers postpartum midwifery care to all patients, regardless of their MRP in pregnancy, and helps to ensure appropriate follow-up for newborns with hyperbilirubinemia and supports successful breastfeeding. We have achieved high levels of client satisfaction, as well as strong buy-in from other health professionals.

On behalf of the Healthy Babies, Happy Families Well-Baby Outpatient Clinic, I would be willing to provide placement opportunities to midwives enrolled in your program. In my role as clinic lead, I would be able to provide an experience that would support students to gain leadership skills, in addition to gaining experience working in a different service delivery model.

Midwives have a lot to offer the health care system. I'm strongly supportive of your proposal for a degree that will offer midwives an opportunity to gain skills that will catalyze new opportunities for them to contribute to create innovations to better serve birthing families.

Sincerely,

Natalie Kirby RM, MSc, IBCLC  
Clinic Lead, Healthy Babies, Happy Families Well-Baby Outpatient Clinic

INCLUSIVE CARING ACCOUNTABLE RESPECTFUL EXCELLENCE ADAPTABLE TEAMWORK

459 Hume Street, Collingwood, Ontario L9Y 1W9 (705) 445-2550 [www.cgmh.on.ca](http://www.cgmh.on.ca)



@CollingwoodHosp



CollingwoodGMHospital



Collingwood General and Marine Hospital



## London Health Sciences Centre

Office of the President and CEO  
800 Commissioners Rd. E., PO Box 5010  
London, Ontario, Canada N6A 5W9  
[www.lhsc.on.ca](http://www.lhsc.on.ca)

February 4, 2021

Dr. Liz Darling  
Assistant Dean, Midwifery  
McMaster University

Dear Dr. Darling,

The London Health Sciences Centre (LHSC) is an acute care teaching hospital that serves as the referral centre for southwestern Ontario. LHSC is home to Children's Hospital and was the first Ontario hospital to establish a Department of Midwifery and appoint a Chief of Midwifery. Over the past year, with the support of the Children's Health Foundation, LHSC has established two additional hospital leadership roles within our midwifery department – Academic Lead and Research Lead. Midwives have much to offer our health care system with respect to ensuring high quality care for families, and we are excited about the benefits that our new midwifery leadership model will generate both for our health professionals and for the community we serve. The midwifery leadership model that we have introduced serves as an example to be adopted by other hospitals to enhance the contributions of midwives.

In rolling out our new leadership model, we have greatly appreciated McMaster Midwifery's support in developing the skills of LHSC's new midwifery leaders. I'm delighted to learn that you are proposing a new master's degree for midwives. The curriculum that you are proposing is ideal for nurturing new midwifery leaders who will be able to contribute positively to the health system both in hospitals and other settings.

I am very supportive of your proposal, and we would welcome the opportunity for students in the program to learn from our midwifery leaders through elective placements.

Yours sincerely,

Jackie Schleifer Taylor, PT, PhD, CHE  
Interim President and Chief Executive Officer  
London Health Sciences Centre



**EXTERNAL REVIEWERS'  
REPORT ON PROPOSED  
MIDWIFERY MASTERS DEGREE  
PROGRAM**

**16<sup>TH</sup> JULY 2021**

**PROFESSOR MICHELLE BUTLER AND  
PROFESSOR JAYNE MARSHALL**

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## CONTACT INFORMATION

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If you have any questions regarding the program's IQAP, inquiries can be directed to [iqap@mcmaster.ca](mailto:iqap@mcmaster.ca).

### UNDERGRADUATE PROGRAMS

**Erin Aspenlieder**  
Associate Director, Program Enhancement and Development  
[lqoff@mcmaster.ca](mailto:lqoff@mcmaster.ca)

**Julianne Simpson**  
Quality Assurance Specialist  
[simpjul@mcmaster.ca](mailto:simpjul@mcmaster.ca)

**Kim Dej**  
Acting Vice-Provost, Faculty  
[avpfac@mcmaster.ca](mailto:avpfac@mcmaster.ca)

### GRADUATE PROGRAMS

**Stephanie Baschiera**  
Associate Registrar & Graduate Secretary  
[baschie@mcmaster.ca](mailto:baschie@mcmaster.ca)

**Christina Bryce**  
Assistant Graduate Secretary  
[cbryce@mcmaster.ca](mailto:cbryce@mcmaster.ca)

**Doug Welch**  
Vice-Provost and Dean of Graduate Studies  
[deangrad@mcmaster.ca](mailto:deangrad@mcmaster.ca)

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## MEETING INFORMATION

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It is required that all reviewers visit at the same time, normally for two days. As appropriate, the review team shall meet with the following:

- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students
- Associate Dean;
- Dean;
- Associate Vice-President (Faculty);
- Provost and Vice-President (Academic), if available;
- Additional meetings may be scheduled at the request of the external review team, Chair of the department or individuals.

## REVIEWERS' REPORT

---

The review team will submit, to the Office of the Vice-Provost (Faculty), a joint report, including an Executive Summary, for the program(s) under review, normally within four weeks of the visit. The review team's report should address the substance of both the Program Proposal and the evaluation criteria set out in the Program Proposal. The intent of these reports is to be formative and constructive. The reports are intended to provide counsel rather than prescriptive courses of action. The Office of the Vice-Provost (Faculty) will circulate the report to the appropriate Chair(s) and Dean(s).

Based on information gained from the on-site review, the Program Proposal, consultation with members of the program and the University, independent assessments and all material submitted as part of the program review, the review team is expected to provide feedback on the following evaluation criteria and list any recommendations relevant to that section. However, the review team is not restricted to the following issues/questions.

### 1. PROGRAM

Comment on the consistency of the program with McMaster's mission and academic plan; whether the program learning outcomes are clear, appropriate and aligned with the undergraduate or graduate Degree Level Expectations.

McMaster's Current Priorities and Strategic Mandate Agreement should be at the forefront of program design. This information can be found in the links provided below:

- i. **McMaster's Strategic Mandate Agreement:**  
[http://www.mcmaster.ca/vpacademic/documents/SMA\\_2014\\_McMaster\\_Agreement.pdf](http://www.mcmaster.ca/vpacademic/documents/SMA_2014_McMaster_Agreement.pdf)
- ii. **McMaster's current priorities:**  
[http://www.mcmaster.ca/presidentsoffice/documents/Letter\\_Forward\\_with\\_Integrity\\_21Sep11.pdf](http://www.mcmaster.ca/presidentsoffice/documents/Letter_Forward_with_Integrity_21Sep11.pdf)

The ***four priorities*** outlined in the Forward with Integrity letter:

- a) The Student Experience
- b) Community Engagement
- c) Research
- d) Internationalization

**Comments:**

The program proposal (Section 1.3) clearly sets out its purpose building on McMaster's mission and academic plan, focusing specifically on a single health profession (midwifery). As detailed in the McMaster's Strategic Mandate Agreement, the program draws on scholarship from the fields of business and health management, social sciences, epidemiology, health sciences, health policy and builds on the midwifery body of knowledge. Its aim is to support the development of midwives' skills and competencies that are directly applicable to the roles that graduates assume, preparing them to apply new knowledge to lead innovation and contribute to improvements in the health care system that addresses pressing and emerging challenges. The program is to be facilitated within the Faculty of Health Sciences, building on the existing Midwifery Education Program and adding a new graduate level program to the Faculty's portfolio.

There is also detail of how the Master's degree in Midwifery aligns with McMaster University's current institutional priorities which include: *Innovation in teaching and learning excellence, Access and equity, Research excellence and impact and Innovation, economic development and community engagement.*

Section 1.4 clearly articulates the seven program learning outcomes that appear to align with the Master's degree level expectations, namely: *Depth and breadth of knowledge Research and scholarship, Application of knowledge, Communication Skills, Awareness of limits of knowledge and Autonomy and professional capacity.* These details are also apparent in the Curriculum Map (Section 5.2).

**Student Experience**

We met with a range of midwives, some graduates of the Midwifery Education Program (MEP) at McMaster and others had undertaken a masters program elsewhere in alternate disciplines or stand-alone module. They all spoke highly of the need for a masters program in midwifery and welcomed the option of studying part-time as this would enable midwives to continue practising in their various roles, but felt it would be more challenging to undertake full-time, particularly for

those with families. With the covid-19 pandemic influencing a move to asynchronous delivery of learning, the midwives recognized the value of remote learning in improving accessibility and flexibility. The midwives also stated that this program could be attractive to marginalized midwives, those working in remote areas and international midwives.

A few of the midwives stated that the proposed masters program would improve their research knowledge and skills as this was not fully appreciated when they undertook their undergraduate program. The McMaster Midwifery Research Centre (MMRC) was highly thought of in terms of research teaching and support by those who had been exposed to real-world research opportunities within the centre.

The proposal includes the recruitment of a full-time administrator for the program, with additional ad-hoc administrative support as required. The current administrative team have considerable experience in all aspects of student support and will be an important source of advice and onboarding support for the new staff to be recruited.

### **Community Engagement**

This program is highly relevant to community engagement, supporting the development of midwifery leadership, which is identified as a strategic priority by the International Confederation of Midwives and is linked to the successful expansion of the profession and growth in the midwifery workforce. This is highly relevant to the development of midwifery practice and growth in the midwifery workforce in Ontario and Canada. This in turn is likely to benefit women and communities, supporting the expansion of midwifery care, and continuity of care for women and their families. The proposal presents national and international support for the need to extend midwifery practice to include family planning and other sexual and reproductive health services.

The proposal includes a range of courses that will enable midwives from a range of backgrounds to further develop their scope of practice. This will support them in serving the communities in which they practise, particularly in improving access to sexual and reproductive health care for marginalized women. The program includes courses on social justice, leadership and research with a strong emphasis on developing midwives' leadership and research knowledge and skills to strengthen service improvements in reducing inequalities in maternity and health care provision, uptake and outcomes.

A particular case is made for supporting indigenous and non-indigenous midwives to develop leadership skills that will enable them to make meaningful contributions to addressing societal inequalities in access to sexual and reproductive health care. The core research module also focuses on research knowledge and skills required for outcome assessment and program evaluation.

### **Research**

It is proposed that all midwives on this program will undertake a core research course, but a pre-requisite is that they all should have completed an undergraduate research course. This should ensure that those studying the course-based program option also have a good foundation of

research knowledge and skills to evaluate the body of evidence to influence innovation in practice and service improvements, and to evaluate the outcomes of their practice. Those deciding to study the thesis-based option will be expected to undertake an additional research course and a study focusing on pertinent maternity / health care issues that should have some impact in improving midwifery practice and birth outcomes. The thesis-based pathway will enable students with a particular interest in research to develop additional research knowledge, skills and experience.

All practical research elements could be used to explore real problems or issues that would be of benefit to midwifery practices, employers and/or communities.

Currently, there are no units/credits assigned to the thesis or capstone. This means it is difficult to know how comparable the program is to other masters programs.

### **Internationalization**

The program is likely to appeal to international students. There is a particular appeal from the Canadian model of midwifery where midwives fulfil the full scope midwifery practice. This could be a particular draw for international students. The program set up will enable students to participate from across Canada, North America and worldwide

The structure and flexible delivery of the program is likely to be attractive to international students as well as to midwives in the whole of Canada and America, however it is not entirely clear as to how these students would undertake the course-based program, should they choose this option.

### ***Specific Recommendations (where applicable):***

- To develop a marketing strategy for national and international midwives.
- To consider apportioning units to the Thesis and Capstone so the program can be compared to other masters programs.
- To determine the number of credits the program offers to align to professional / academic requirements within the international context.
- To clearly define the entry requirements / pre-requisites for international students to access the program, such as language and contextualizing any cultural differences
- To consider how international students would undertake the practicum courses: e.g. supervised in their own country / vicarious liability etc.
- To develop a strategy to mitigate for students who may be challenged in accessing online materials and tutorial support due to internet accessibility and connectivity in remote areas
- To make the most of the potential benefit of research elements to practice or community contexts, students should be advised to discuss priorities for research within their own practices and communities at the beginning of the program to allow time for further discussion with their tutors about their potential for the independent study course and the thesis.

## 2. ADMISSION & ENROLMENT

Comment on whether the admission requirements (including any alternative requirements) are appropriately aligned with the program learning outcomes (and/or Degree Level Expectations) established for completion of the program.

### **Comments:**

The program aims to target Canadian and international registered midwives on either a course-based or thesis-based option.

The admission requirements seem appropriate in that they include:

- A 4-year undergraduate degree in midwifery or international equivalent from an accredited university.
- An average B+ (77% minimum that is equivalent to a McMaster 8.5 grade point average in the first two years of study and
- A minimum of two years of full-time clinical experience as a practising midwife (or equivalent).

The *Facilitated Indigenous Admissions Process* enables indigenous midwives who have completed an indigenous midwifery education program, but not a university degree to also apply to this program.

Some of the courses on offer in this masters program are already in the university's midwifery education portfolio as stand-alone courses. It was clarified that this would be assessed on an individual basis should midwives wish to be accredited for prior learning. This would be dependent on the midwife providing an additional piece of written work to demonstrate how they are applying what they have learned to their everyday midwifery practice.

### **Specific Recommendations (where applicable):**

- To make explicit reference to the entry requirements for those experienced midwives (pre-legislation) who do not hold a degree and may wish to undertake a masters degree: e.g. bridging course and review of transcript with a sample of their professional writing.
- To develop a process to recognize prior learning for midwives who have undertaken some of the listed skills courses as stand-alone courses, including determining the currency of the course at the time of application (e.g. two / five years).
- To consider the comparability of how the program maps to international midwifery masters programs in terms of equivalence and transferability of credit ratings.
- To ensure support mechanisms are available to candidates coming through the facilitated admissions processes to address any gaps arising from the alternative pathway and to ensure that they have an equal chance of succeeding on the program.

### 3. STRUCTURE

Comment on how the program's structure and regulations meet the specified program learning outcomes.

**Comments:**

The structure outlined for program administration, governance and communication is appropriate, including the establishment of advisory, curriculum, admissions, and student affairs committees.

Access to the program learning outcomes were available for this review, but specific details of the course specifications and assessment strategy are still to be drafted. Progression through the two program options is clear and appears logical.

The program is set out against a clear framework for full-time and part-time students. Students can enter on one of two streams – thesis-based or course-based. In the needs assessment, 44% of participants were interested in the thesis-based stream and 56% in the course-based stream.

The program includes five required courses (MIDWIF 700, 701, 702, 703 and 704) totally 12 units and either 6 units of electives plus a thesis or 12 units plus a Capstone portfolio. Two of these courses MIDWIF 700- *Leadership in the midwifery profession* and MIDWIF 704 – *Midwifery Leadership*, are resident.

In addition to the initial residency course (MIDWIF 700) all students are required to complete the mandatory School of Graduate Studies Courses (SGS 101 – *Research Integrity and Ethics* and SGS 201 – *Accessibility for Ontarians and Disabilities Act [AODA] Training*, and online *Indigenous Health Modules*), in the first term. *Critical appraisal of research* modules are also available.

A range of courses are outlined, including independent study, leadership placements and two Advanced midwifery clinical practicum which are all allocated study units ranging from 0.5 to 3 units. It is not clear as to how units are apportioned. The substantial pieces of work: the *Capstone portfolio* (MIDWIF 707) and the *Thesis* (MIDWIF 708) however, appear not to have any study units assigned, which would not be comparable to European academic programs where academic credits are awarded.

Students on the course-based stream can select elective courses from a wide range of options based around advanced midwifery skills and advanced midwifery clinical practicum. Some courses are existing or new standalone courses offered within the department; some are courses offered by other schools in the Faculty of Health Sciences. It is not clear how challenging it may be for students to combine courses carrying different study units/credits and or scheduling the ones they wish to take each semester. The capstone course (MIDWIF 707) does not have any units assigned to it.

Students on the thesis stream must take one additional 3-credit research methods course and can also choose to take a leadership placement or independent study (both carrying 3 units/credits). The thesis course does not have any units assigned to it.

There is a full-time option taking two years to complete whereas the part-time option would take three years, with students undertaking one course per term. On discussion with Faculty staff, it was confirmed that students could transfer between the two program options, but transferring from the thesis to course option was considered would be easier to organize than from course to thesis option.

The midwives we met with were supportive of the practice placements being undertaken one day per week as this would suit their own working practices and commitments. There was mixed opinion regarding the week's residency at the university and suggested a hybrid model may be more appropriate for those with families or living in remote areas.

***Specific Recommendations (where applicable):***

- To consider defining exit awards should a student withdraw with sufficient units / credits that may constitute a *postgraduate certificate* or *postgraduate diploma* to be comparable with international midwifery masters programs (equivalence and transferability).
- Identify which elective modules are available to students in each semester
- To develop a flow chart diagram to demonstrate the possibility of a student transferring from one program option to the other, particularly the course to thesis option.
- To identify how units are apportioned to each specific course
- To consider assigning study units for the Capstone portfolio and Thesis.
- To consider the benefit to students of having the second residency on campus, in terms of having a significant period of dedicated time to focus on their work and to engage with Faculty and build networks with staff, other students/future leaders.

#### **4. CURRICULUM AND TEACHING**

Comment on how the curriculum reflects the current state of the discipline or area of study; evidence of significant innovation or creativity in the content and/or delivery of the program; the appropriateness and effectiveness of the modes of delivery at meeting program learning outcomes; and how teaching in the program prioritizes areas of accessibility and removes barriers to learning.

***Comments:***

This proposed masters program that builds on the undergraduate MEP will be the only one of its kind in Canada, focusing on leadership, social justice and research within the midwifery context. Its purpose is to address the increasing professional demand to develop leadership and research capacity in Canada as well as internationally. The program will be supported by McMaster University's Midwifery Research Centre (MMRC) that will provide a rich interdisciplinary learning environment for midwives, particularly in research leadership, system transformation and ongoing quality improvement in maternity and health services. The skills courses, some of which will be developed from existing stand-alone courses, will enable midwives to extend their own scope of practice while also advancing midwifery, sexual and reproductive health care as well as support those in independent practice. These additional skills were identified through a needs analysis in Fall 2020 and in the pilot projects conducted in the Province of the expanded model of midwifery

care. They have also been identified as appropriate for advanced midwifery practice and required to provide the full range of sexual and reproductive health care by the ICM and WHO.

The online delivery and format of the program will be flexible to increase the accessibility of midwives in clinical practice who might otherwise be unable to engage in postgraduate studies while working and those living across Canada or in other countries and will include synchronous and asynchronous online formats, two mandatory residencies (one in-person and one online) and practicums. Placement electives are expected to be undertaken in area of the midwife's residence in order to reduce the need to travel and the consequential expense during the program. However the details as to how this would apply to international midwives was not explicit and requires some consideration. Letters of support for both clinical placement, including leadership placement opportunities are included in the program proposal and some of these were reaffirmed by personnel we met with during the review. It is not clear from the proposal how skills courses will be taught and assessed – e.g., face-to-face, fully online, or a mix of both.

There is detail of the principles that will be used to deliver the program in accordance with *McMaster's Guide to Inclusive Teaching* which include:

- A Black/Person of Colour (BPOC) Advisor appointed to support students during the program
- McMaster's Indigenous Student Services, Faculty of Health Sciences Indigenous Students' Office and the new Indigenous Learning Lodge to specifically support indigenous midwives
- Recognizing the challenges students might experience: e.g. technical issues and isolation, and establishing multiple, varied and proactive ways to support students in overcoming them
- Compositional diversity in faculty members who identify as indigenous and racialized
- Educational best practices for accessibility
- Compliance with the *Accessibility for Ontarians with Disabilities Act (AODA)* and the *McMaster University Accessibility Plan 2011-2025*
- Program staff and faculty will complete mandatory training provided by McMaster University regarding accessibility policies and practices

The proposal highlights that program is focused around leadership and this is clearly the case. The program begins with a residency which introduces students to key concepts on advanced practice and leadership, including leading self. This is followed by three courses which focus on different aspects of leadership for the midwifery profession and social justice and research for midwifery leadership. These are followed by a midwifery leadership residency. As these are core courses, they bring a primary focus on leadership throughout the program. Students in the course-based stream will then focus on advanced skills, and those in the thesis-based stream on a research thesis. Students begin the program by reflecting on their goals for the program and setting personal learning objectives. Students in the course-based stream will prepare a portfolio that includes a leadership vision statement and a final personal project based on one or more assignments conducted on the program. This should help to bring the focus back to leadership for students. However, it is not clear if the focus on leadership will continue for students in the thesis-based stream.

***Specific Recommendations (where applicable):***

- To clarify how skills courses will be delivered and assessed – e.g. fully online or mix of face-to-face and online.

- To consider how international midwives could undertake the practicum placements within their own country.
- Draw up a list of potential research modules that would be available to students on the program
- Ensure that the research course builds on, rather than repeats, basic concepts (e.g. ways of knowing). Consider including theoretical concepts relevant to innovation and evaluation in practice include implementation science, systematic and rapid reviews, guideline development.
- Consider including in the thesis guidance a requirement to link the thesis to leadership – e.g., set out the midwifery leadership context for the research in the background and/or literature review; refer to the implications for midwifery /midwifery leadership/ midwifery policy in the discussion section and /or conclusions.

## 5. ASSESSMENT OF LEARNING

Comment on the appropriateness and effectiveness of the proposed methods of assessment in demonstrating achievement of the program learning outcomes, as well as the extent to which the program(s) assess graduating student achievement of the program learning outcomes.

### ***Comments:***

There are seven learning outcomes within this program which have been mapped to the assessments spread across the two program options. The detail relating to assessment was limited within the documentation reviewed, but staff informed us that a range of methods would be used such as quizzes, examinations and presentations in addition to written course work. As far as assessing skill development in the practice settings, it was revealed that there would be a clinical portfolio to reflect the student's ability, providing evidence of competency in new skills so they can then undertake them in their own employing organization. The proposal notes that for some courses (MIDWIF711, 712, 713) students will complete a final synthesis assignment but it is not clear how students taking the remaining skills courses will be assessed.

The Master's assessment criteria was not available to assess comparability with our own university's standards.

### ***Specific Recommendations (where applicable):***

- To ensure the program learning outcomes are made explicit to each assessment
- To clarify how the skills courses will be assessed and that this correlates with the standard expected at masters level.
- To consult with stakeholders about the design of the Capstone Portfolio to ensure that assessment of competence and acquisition of advanced skills is compatible / recognized across all provinces in Canada and the international market.

## 6. RESOURCES TO MEET PROGRAM REQUIREMENTS

Comment on evidence that there are adequate human, physical and financial resources to sustain the quality of scholarship produced by undergraduate students.

### ***Comments:***

We were assured that there was sufficient investment for this new program: the first of its kind in Canada. With one of the three universities in the consortium in which McMaster sits, closing their midwifery program, investing in a master's program would seem highly appropriate at this time.

We gained an insight of the expertise from within the McMaster Midwifery Research Centre (MMRC) that would support the program. The faculty and adjunct faculty we actually met with were from a diversity of background and all appeared very committed to delivering this program and making it a success. Building faculty capacity in terms of academic and administrative support, on the current total of seven, will be key over the first few years of delivering the program. Although there will be faculty retiring in the next few years, there will also be others completing doctoral studies that will support the long term demands of the program. In addition, the midwives we met with stressed the value of the MMRC to support them in advancing their research knowledge and skills.

Prospective students felt it would be a challenge to undertake the program full-time and to self-finance for many midwives, particularly those who have families and live in remote areas and a distance away from the university. Some felt the course-based option would offer them more flexibility, but believed it may be more expensive as scholarships would only be available for the thesis option. Another issue raised was regarding the financing of any insurance to cover the practicums outside of their own area of practice which was not clear in the program proposal.

As a result of the Covid-19 pandemic, there has been a rapid move towards developing online courses which is an advantage for components of this program to be offered at a distance. Accessibility to the internet however, could be a challenge for midwives who live in remote areas and for international midwives.

### ***Specific Recommendations (where applicable):***

- To develop a strategy to recruit faculty that is representative of the diversity in population such as indigenous midwives.
- To develop a practical placement strategy for the leadership placement and two advanced midwifery clinical practicums, identifying the available capacity at any one time, the profile of the placement and the learning opportunities available to students.
- To consider equity of access regarding program fees for all modes of delivery: full time / part time and thesis option / course option.
- To clarify whether McMaster's insurance covers students on clinical placements.

## 7. QUALITY AND OTHER INDICATORS

Please provide commentary on the indicators the department will use over the first five years to document and to demonstrate the quality of the program.

Please comment on any evidence of how faculty members will ensure the intellectual quality of the student experience.

The indicators that the department could use over the first five years to document and demonstrate the quality of the program were clearly identified in Section 7.1 and appear appropriate. These include:

- Program-wide student-faculty meetings each term to receive feedback and address questions
- Informal requests for student feedback during courses
- Anonymous end of course student evaluations of courses and instructors
- In-program student satisfaction and experience surveys
- Alumni satisfaction and experience surveys
- Written and verbal feedback from instructors and preceptors teaching in the program

Additional metrics to document the academic quality of the program include:

- Number of scholarly presentations per student
- Number of scholarly publications per student
- Proportion of thesis students with at least one accepted thesis-related publication within one year of graduation
- Average time-to-completion for full-time students
- Average time-to-completion for part-time students

The evidence of how faculty members will ensure the intellectual quality of the student experience centers on the support provided by the MMRC through the expertise and experience of its staff. A variety of research focused opportunities will be available to the students on this program: research focused workshops, attendance at research / project meetings, informal mentorship from research staff and other students, an online repository of resources, support for developing research protocols and research ethics approval applications and annual research symposia for students to be exposed to high calibre research and showcase their own projects. The MMRC also offers students opportunities to participate in ongoing research projects that coincide with the aim of the master's program which is to develop leadership capacity and broader access to maternity care. Regular one-to-one meetings between students and their supervisor will help support student success and maintain student engagement with the program.

Existing faculty members are experienced in midwifery practice, research and administration to offer appropriate mentorship and academic supervision to students on this program. to support an all-inclusive curriculum, guest lecturers from a diversity of backgrounds will contribute to the program.

Elective courses within the program increase the customization to meet the needs of the individual student so they can focus on aspects that are more meaningful to their own context and development goals. Leadership and clinical placements including the option of an independent study elective, will enable students to fulfil their own learning objectives.

## EXECUTIVE SUMMARY

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Please provide an Executive Summary of the Reviewers' Report, which highlights the any recommendations being made to the program.

- To develop a marketing strategy for national and international midwives.
- To consider apportioning units to the Thesis and Capstone so the program can be compared to other masters programs.
- To determine the number of credits the program offers to align to professional / academic requirements within the international context.
- To clearly define the entry requirements / pre-requisites for international students to access the program, such as language and contextualizing any cultural differences.
- To consider how international students would undertake the practicum courses: e.g. supervised in their own country / vicarious liability etc.
- To develop a strategy to mitigate for students who may be challenged in accessing online materials and tutorial support due to internet accessibility and connectivity in remote areas.
- To make the most of the potential benefit of research elements to practice or community contexts, students should be advised to discuss priorities for research within their own practices and communities at the beginning of the program to allow time for further discussion with their tutors about their potential for the independent study course and the thesis.
- To make explicit reference to the entry requirements for those experienced midwives (pre-legislation) who do not hold a degree and may wish to undertake a masters degree: e.g. bridging course and review of transcript with a sample of their professional writing.
- To develop a process to recognize prior learning for midwives who have undertaken some of the listed skills courses as stand-alone courses, including determining the currency of the course at the time of application (e.g. two / five years).
- To consider the comparability of how the program maps to international midwifery masters programs in terms of equivalence and transferability of credit ratings.
- To ensure support mechanisms are available to candidates coming through the facilitated admissions processes to address any gaps arising from the alternative pathway and to ensure that they have an equal chance of succeeding on the program.
- To consider defining exit awards should a student withdraw with sufficient units / credits that may constitute a *postgraduate certificate* or *postgraduate diploma* to be comparable with international midwifery masters programs (equivalence and transferability).
- Identify which elective modules are available to students in each semester.

- To develop a flow chart diagram to demonstrate the possibility of a student transferring from one program option to the other, particularly the course to thesis option.
- To identify how units are apportioned to each specific course.
- To consider assigning study units for the Capstone portfolio and Thesis.
- To consider the benefit to students of having the second residency on campus, in terms of having a significant period of dedicated time to focus on their work and to engage with Faculty and build networks with staff, other students/future leaders.
- To clarify how skills courses will be delivered and assessed – e.g. fully online or mix of face-to-face and online.
- To consider how international midwives could undertake the practicum placements within their own country.
- Draw up a list of potential research modules that would be available to students on the program
- Ensure that the research course builds on, rather than repeats, basic concepts (e.g. ways of knowing). Consider including theoretical concepts relevant to innovation and evaluation in practice include implementation science, systematic and rapid reviews, guideline development.
- Consider including in the thesis guidance a requirement to link the thesis to leadership – e.g., set out the midwifery leadership context for the research in the background and/or literature review; refer to the implications for midwifery /midwifery leadership/ midwifery policy in the discussion section and /or conclusions.
- To ensure the program learning outcomes are made explicit to each assessment.
- To clarify how the skills courses will be assessed and that this correlates with the standard expected at masters level.
- To consult with stakeholders about the design of the Capstone Portfolio to ensure that assessment of competence and acquisition of advanced skills is compatible / recognized across all provinces in Canada and the international market.
- To develop a strategy to recruit faculty that is representative of the diversity in population such as indigenous midwives.
- To develop a practical placement strategy for the leadership placement and two advanced midwifery clinical practicums, identifying the available capacity at any one time, the profile of the placement and the learning opportunities available to students.
- To consider equity of access regarding program fees for all modes of delivery: full time / part time and thesis option / course option.

- To clarify whether McMaster's insurance covers students on clinical placements.

Category	Recommendation from reviewers	Response from program
Program	To develop a marketing strategy for national and	This will be done as part of the implementation work over the next year.
Program	To consider apportioning units to the Thesis and Capstone so the program can be compared to other masters programs.	It is not the norm at McMaster to assign units to these program components. We will consult with our International Office and will develop content that will be available on our website to describe the expectations for these activities to address the reviewers underlying concern re: ease of assessing international comparability of the program.
Program	To determine the number of credits the program offers to align to professional / academic requirements within	See comment above.
Program	To clearly define the entry requirements / pre-requisites for international students to access the	This will be done as part of the implementation work over the next year.
Program	To consider how international students would undertake the practicum courses: e.g. supervised in	This will be done as part of the implementation work over the next year.
Program	To develop a strategy to mitigate for students who may be challenged in accessing online materials and tutorial support due to internet accessibility and connectivity in remote areas	This will be done as part of the implementation work over the next year. We will use technologies that rely on the lowest bandwidth possible. Asynchronous delivery for most courses will also minimize acute challenges related to connectivity.
Program	elements to practice or community contexts, students should be advised to discuss priorities for research within their own practices and communities at the beginning of the program to allow time for further discussion with their tutors about their potential for	This is what we had envisioned for student's independent projects for the capstone portfolio. Students will be guided during the first residency to begin discussions to identify research priorities early to inform their projects. Planning for thesis topics will also begin early, but will primarily be determined based on the research program of the supervisor.
Admission & Enrolment	To make explicit reference to the entry requirements for those experienced midwives (pre-legislation) who do not hold a degree and may wish to undertake a	This will be done as part of the implementation work over the next year.
Admission & Enrolment	To develop a process to recognize prior learning for midwives who have undertaken some of the listed skills courses as stand-alone courses, including determining	This will be done as part of the implementation work over the next year.
Admission & Enrolment	To consider the comparability of how the program maps to international midwifery masters programs in	This will be done as part of the implementation work over the next year.
Admission & Enrolment	To ensure support mechanisms are available to candidates coming through the facilitated admissions processes to address any gaps arising from the	This will be done as part of the implementation work over the next year. We have experience with supports that we have created in our undergraduate program that we can build on to inform this.

Structure	To consider defining exit awards should a student withdraw with sufficient units / credits that may constitute a postgraduate certificate or postgraduate	This will be done as part of the implementation work over the next year.
Structure	Identify which elective modules are available to	This will be done as part of the implementation work over the next year.
Structure	To develop a flow chart diagram to demonstrate the possibility of a student transferring from one program	This will be done as part of the implementation work over the next year.
Structure	To identify how units are apportioned to each specific course	Units have been apportioned to the proposed courses based on the anticipated workload (approximate hours) associated with each course using McMaster norms. We will include an explanation of this in the information available to prospective and current students, as well as in the information that we develop and share to address the issue raised by the reviewers regarding international equivalency.
Structure	To consider assigning study units for the Capstone portfolio and Thesis.	As mentioned above, it is not the norm at McMaster to assign units to these program components. We will develop content that will be available on our website to describe the expectations for these activities to address the reviewers underlying concern re: ease of assessing international comparability of the program.
Structure	To consider the benefit to students of having the second residency on campus, in terms of having a significant period of dedicated time to focus on their	We will consider this suggestion, and will evaluate the approach that we select (gathering feedback from student and faculty) so that we can reflect on the approach we initially take and adjust if appropriate.
Curriculum & Teaching	To clarify how skills courses will be delivered and assessed – e.g. fully online or mix of face-to-face and online.	This varies by course. We will add more detailed description of each course to the materials that are publicly available on the program website as part of the implementation work over the next year.
Curriculum & Teaching	To consider how international midwives could undertake the practicum placements within their own	This will be done as part of the implementation work over the next year.
Curriculum & Teaching	Draw up a list of potential research modules that would be available to students on the program	This will be done as part of the implementation work over the next year.
Curriculum & Teaching	Ensure that the research course builds on, rather than repeats, basic concepts (e.g. ways of knowing). Consider including theoretical concepts relevant to innovation and evaluation in practice include	We will ensure that we follow this recommendation as we develop the full syllabi for the courses over the next year.

Curriculum & Teaching	Consider including in the thesis guidance a requirement to link the thesis to leadership – e.g., set out the midwifery leadership context for the research in the background and/or literature review; refer to the	We will implement this suggestion.
Assessment of Learning	To ensure the program learning outcomes are made explicit to each assessment	We will implement this suggestion when we prepare the course syllabi over the next year.
Assessment of Learning	To clarify how the skills courses will be assessed and that this correlates with the standard expected at masters level.	Each of the skills courses that already exist as a continuing education course will have an additional assignment added that ensures that students are engaging with content at a masters level. Details will be described in course syllabi that will be developed over the next year.
Assessment of Learning	To consult with stakeholders about the design of the Capstone Portfolio to ensure that assessment of competence and acquisition of advanced skills is	We will implement this suggestion.
Resources	To develop a strategy to recruit faculty that is representative of the diversity in population such as indigenous midwives.	The Midwifery Education Program has a strategy to recruit faculty that is representative of the diversity of the population that applies McMaster University's Human Resources ' <i>Recruiting for Diversity</i> ' approach ( <a href="https://hr.mcmaster.ca/managers/hiring-recruitment/recruiting-for-diversity/">https://hr.mcmaster.ca/managers/hiring-recruitment/recruiting-for-diversity/</a> ). We will apply this in recruiting faculty who will teach in the master's program.
Resources	To develop a practical placement strategy for the leadership placement and two advanced midwifery clinical practicums, identifying the available capacity at	This will be done as part of the implementation work over the next year.
Resources	To consider equity of access regarding program fees for all modes of delivery: full time / part time and thesis option / course option.	We have set the fees so that the total cost for the degree will be the same for full time and part time students, and for both degree options. Part time students will be able to continue to work while completing the program, which will support accessibility. We plan to support students to access scholarship or bursary funding as much as possible. We are seeking approval of the degree to ensure that students can access student loans.
Resources	To clarify whether McMaster's insurance covers students on clinical placements.	As part of the implementation work over the next year, we will clarify the coverage available for student placements, and will investigate any limits to insurance coverage (e.g., out of province & out of country placements).

September 9, 2021

Dr. Douglas Welch  
Vice-Provost and Dean of Graduate Studies  
Gilmour Hall, 212, McMaster University  
1280 Main St. West  
Hamilton, ON L8S 4K1

**Re: Midwifery MSc Program-Dean's letter**

Dear Doug,

We thank Professors Michelle Butler and Jayne Marshall for their thoughtful review of our proposal for a new MSc program in Midwifery. Dr. Darling and her colleagues have clearly articulated the rationale for the program as response to the need for midwives in Canada and internationally to acquire competencies related to leadership in clinical practice, research, and knowledge mobilization. The program has the potential to advance the practice of midwifery by developing the leaders of its future and aligns closely with the priorities for the advancement of clinical research and evidence-based clinical practice. We believe that the program will be of great interest to some practicing midwives. We note how the program explicitly recognizes the need to serve midwives and their clients from indigenous and other marginalized communities and we see this as a key aspect of the rationale.

Professors Butler and Marshall have made many constructive suggestions where further development and clarity are required. We have reviewed Dr. Darling's response and we are confident that she will address these suggestions as the program details are finalized. Although it is to be expected that many important details are yet to be worked out, we wish to highlight some key uncertainties that need to be resolved to ensure the success of the program.

1. We believe that the success of the program may depend on robust *international enrolment* to ensure that the program can be sustained at a size that is viable and worthwhile. The review identifies some key questions about international students. For example, it is unclear how international placements will work. But more importantly, international marketing and recruitment is a demanding enterprise. It will be necessary to articulate the resources and strategies that will support it.
2. The review raises questions about the extent to which *fulltime registration* is realistic, and how this may limit the *practicability of the thesis stream*. We agree that a thesis stream is a desirable strategy to advance research and to support the career development of faculty in midwifery. A vibrant thesis stream is most likely when students can undertake fulltime study, supported by well-funded research programs. The current faculty complement in midwifery is small, and there is a lack of experienced

supervisors. We believe that there is good justification for a course-based program, with a thesis-based stream that ramps up over time.

3. The reviewers state that they “were assured that there was *sufficient investment* for this new program” and go on to note how important it will be to “build faculty capacity over the first few years” of the program. It is important to clarify the resource considerations for graduate programs in the Faculty of Health Sciences. It is expected that any new graduate program is financed from the revenues it generates. This can be challenging in the current planning environment in Ontario, where government funding for education is frozen. It is further challenging for a program that aims to serve a significant number of students from marginalized communities and if the potential for international enrollment with high tuitions is unclear. It is particularly important in this regard that such a program has a clear commitment from a home department with a diversified budget and a willingness to manage financial risk.

We will work with Dr. Darling and her colleagues to resolve these key questions over the next few months, and prior to any final decision to launch the program.

With regards,



Susan Denburg  
Executive Vice-Dean and  
Associate Vice-President, Academic  
Faculty of Health Sciences



Steven Hanna  
Vice-Dean and  
Associate Dean of Graduate Studies  
Faculty of Health Sciences

cc: Christina Bryce, Assistant Graduate Secretary  
Stephanie Baschiera, Associate Registrar and Graduate Secretary  
Dr. Liz Darling, Director/Assistant Dean, Midwifery Education Program

**New Graduate Program or Existing Program Undergoing Major Changes (more than 30%)**

**Details of Resource Implications and Financial Viability**

**Faculty:** Health Sciences

**Program Name:**

Master's of Science (Midwifery)

**A. FINANCIAL SUSTAINABILITY OF PROGRAM**

*Complete New Graduate Program Budget template (appendix A1) which will populate table below:  
In the case of interdisciplinary programs, also append the Draft MOU between faculties. (Appendix A2)  
In the case of Collaborative programs, also append the Draft MOU between institutions. (Appendix A3)*

REVENUE	2022/23	2023/24	2024/25	2025/26	2026/27
Program Generated Gross Graduate Revenue	\$270,910	\$587,478	\$827,570	\$900,628	\$939,652
Other Revenue (Specify)	\$0	\$0	\$0	\$0	\$0
<b>Total Gross Revenue</b>	<b>\$270,910</b>	<b>\$587,478</b>	<b>\$827,570</b>	<b>\$900,628</b>	<b>\$939,652</b>
University Fund / Research Infrastructure Contribution	-\$12,805	-\$27,769	-\$39,117	-\$42,570	-\$44,415
Total Support Unit Allocations (Indirect Costs)	-\$106,127	-\$186,523	-\$241,054	-\$251,550	-\$255,476
<b>NET REVENUE</b>	<b>\$151,978</b>	<b>\$373,186</b>	<b>\$547,399</b>	<b>\$606,507</b>	<b>\$639,761</b>
Total Teaching Costs	-\$116,273	-\$118,326	-\$225,481	-\$232,861	-\$240,537
Total Admin Salaries & Benefits	-\$82,530	-\$85,831	-\$89,265	-\$92,836	-\$96,550
Total Student Support (From operating)	\$0	\$0	\$0	-\$6,000	-\$20,000
Total Capital/Equipment Costs	-\$2,000	-\$2,000	-\$2,000	-\$2,000	-\$2,000
Total Other Direct Expenses - Supplies/Services/Travel etc	-\$29,400	-\$34,400	-\$34,400	-\$34,400	-\$34,400
Total Share of Faculty's Central Expenses	-\$51,473	-\$111,621	-\$157,238	-\$171,119	-\$178,534
<b>PROGRAM EXPENSES</b>	<b>-\$281,675</b>	<b>-\$352,178</b>	<b>-\$508,384</b>	<b>-\$539,216</b>	<b>-\$572,020</b>
<b>IN-YEAR (Surplus/ Deficit)</b>	<b>-\$129,698</b>	<b>\$21,008</b>	<b>\$39,015</b>	<b>\$67,291</b>	<b>\$67,740</b>
<b>Total Grad support per FT student (Scholarship, Taship) excluding RA</b>	<b>\$3,000</b>	<b>\$2,800</b>	<b>\$2,800</b>	<b>\$3,100</b>	<b>\$3,800</b>

If the program is showing an ongoing going deficit please indicate whether it is truly incremental to the current faculty financial position. Provide a rationale for proceeding with ongoing negative returns.

**B. NUMBER OF STUDENTS**

	FT	PT	
Intended Steady-state annual intake	10	20	Year achieved: 2024
Intended Steady-state total enrolment	20	60	Year achieved: 2026
Number of International Students included in steady state	6	12	
Proposed number of additional students to University at steady state: ( i.e. Are the program students additional (net new) or redistributed from other existing programs within the Faculty or in other Faculties. )			80

Will there be an impact to enrollments in Programs in other Faculties?  If yes, Please Describe:

**C. FORMAT OF INSTRUCTION**

	Fall	Winter	Summer (May-June)	Summer (July-August)	Annual program units?
During which terms will the program run?	X	X	X	X	30

Is there a co-op or internship as part of the program?  Yes Describe:

What percentage of instruction will be online?  94% What percentage of instruction will be off campus?

*If either is greater than zero please provide information:*

**D1. PROPOSED TUITION FEE**

reference: [http://www.mcmaster.ca/bms/student/SAC\\_fees\\_grad.html](http://www.mcmaster.ca/bms/student/SAC_fees_grad.html)

Is approval being sought for a Ministry-funded Program?  Yes Do Standard Tuition rates apply ? (If No, specify fees below)  Yes

<b>Proposed Tuition Fee:</b>	<b>Domestic</b>		<b>International</b>	
	<b>Full Time</b>	<b>Part Time</b>	<b>Full Time</b>	<b>Part Time</b>
Per Year :	\$ 12,000	\$ 8,000	\$ 24,000	\$ 16,000
Per Term (if applicable):	\$ 4,000	\$ 2,667	\$ 8,000	\$ 5,333
Per Course (if applicable):				

*Rational for proposed fees (describe or append results of market assessment) and describe how they adhere to MTCU policy if seeking ministry funding :*

**D2. SUPPLEMENTARY FEES**

reference: [http://www.mcmaster.ca/bms/student/SAC\\_fees\\_grad.html](http://www.mcmaster.ca/bms/student/SAC_fees_grad.html)

Will regular Mandatory Supplementary Fees apply? Full Time  Yes Part Time  Yes Modified only  No

*If no, please contact [Dean of Grad Studies](#) for guidance and provide resulting proposed applicable fees and rationale:*

Are there other mandatory costs for students? (Coop/Internship fees, supplies, books, uniform, equipment, field trips, professional exam fees, etc?)  Yes Describe & Approximate amounts:

**E. EXTERNAL RESOURCES: donations, special grants, research overhead, endowment funds, Space, etc.**

*Please provide information about any external funds or resources that will be available to the program.*

	Onetime	Ongoing	Value \$	Details
None				

**F. FACULTY RESOURCES** - *Please append evidence of endorsement from other faculties affected if necessary.*

If courses are also being taught in other faculties, please list

Faculty:

Sciences

Faculty:

N/A

Faculty:

N/A

Incremental FTEs required:	Health Sciences	Health Sciences	N/A	N/A	Comments
Faculty - Tenure Track	0.2	1			supports addition of 1 FTE to bring to
Faculty - Sessional and CLAs	1				
Staff	1.4				
Teaching Assistants					
<i>Additional Non-salary costs in other Faculties</i>					

Increases in FT faculty are for modeling purposes only and does not imply approval to hire. Normal approval processes apply.

**G. OTHER RESOURCE IMPLICATIONS:**

*Unless otherwise defined in the categories below, please use these descriptions to define impact:*

- No Impact:** Can be dealt with as part of normal, daily operations. No budgetary or resource impact.
- Minor:** Can be dealt with in a mutually agreed timeframe using existing personnel. Resources pre-approved or readily available. No disruption to other approved work priorities.
- Major:** Must be scheduled as a project (not able to deal with as part of regular operations). Budget not approved or readily available; source of funding to be determined. May require external resources. May require reprioritization of previously approved tasks.

**1. PHYSICAL FACILITIES** - Please contact [Coordinator, Design and Space Management x23898](#) for assistance in determining additional resource costs if needed.

Please indicate the likely space resource implications of the proposal	Impact	New Sq Ft Required	Approx Existing Sq Ft required	Comments (include location and for new space, plans to fund and acquire space)	If major new central budget req'd, estimate \$
Faculty space- Offices,Labs,seminar rooms, student space, etc	Minor	-	14.0		
Other space (excluding registrar controlled classrooms)	None				

Facilities

Facilities

**2. TECHNOLOGY RESOURCES** - Please contact [UTS Director, Technology x21888](#) for assistance in determining impact if needed.

Please indicate the likely impact on central technology resources for the proposal	Impact	Are additional resources required to support this program? If so, please list.	If Major, estimate \$
UTS Computer Labs and Software	Minor	The program can be delivered using existing software and learning	
Network/Internet/Cloud services access & usage	Minor	current network capabilities will be able to support the program	
Audio-Visual / Telecommunications	None		
Wireless Connectivity	None		
Other (Please specify)	Minor		

UTS

UTS

UTS

UTS

UTS

**3. LIBRARY SERVICES** - Please contact [Associate University Librarian, Collections x26557](#) for assistance in determining impact if needed.

Please indicate the likely Library resource implications of the proposal	Impact	Are additional resources required to support this program? If so, please list.	If Major, estimate \$
Staffing (Add'l service desk staff, add'l librarians, new staff with skills/knowledge not currently present)	Minor	New or increased staffing will not be required, current staff have the knowledge and skills to accommodate the students	
Collections, One Time Purchases (books, ebooks, purchased online resources)	Minor	some students may utilize this, likely a small number	
Collections, Ongoing Subscriptions/licenses (print or online journals)	Minor	some students may utilize this, likely a small number	
Technology and Computing (new or add'l hardware/software, increased digital storage capacity)	Minor	students will depend on technology and computing services provided by the library significantly	
Library Spaces (study space, new or specialized user or collection spaces)	Minor	New or specialized space may not be required. Most students are expected to complete the program at a distance, but students who	
Other (Please specify)	None		

Libraries

Libraries

Libraries

Libraries

Libraries

Libraries

**4. OFFICE OF THE UNIVERSITY REGISTRAR** - Please contact the [Registrar](#) for assistance in determining impact if needed.

Please indicate the likely resource implications of the proposal	Impact (Select)	Support required	Area Responsible	If Major, estimate \$

Admissions/Recruitment	Major	Requires specialized recruiting campaign or manual admission processes (eg target int'l students or direct entry programs)	SGS	\$ 15,000	SGS
Student Record Support (maintaining records, transcripts, grades, student card, etc)	Minor	Standard services for graduate program			Student Affairs
Class Scheduling Services	Minor	most of the program is being offered online			Student Affairs
Classrooms	None	Scheduled into Faculty controlled classrooms or only summer term or off campus			Student Affairs

**5. STUDENT SUPPORT** - Please contact [Assistant Dean, Student Services](#) for assistance in determining impact if needed.

Please indicate any other possible resource impacts	Impact	Please Describe any impacts on the support areas	If Major, estimate \$	
Student Services - International Student support	Minor	These students will require support from student affairs; however, the		Student Affairs
Student Services - Athletics & Rec, Health/Counseling, Career	Minor	campus much of the time		Student Affairs
Residences	Minor	most of the program is being offered online		Ancillaries
Grad Scholarships/Bursaries*	Minor	\$ 53,200 Avg. Annual Draw on Scholarship pool	\$ -	Grad Scholarships

\*If you are anticipating OSAP funding for these students please contact SFAS to provide additional information to activate approval from MTCU

**6. MIETL**- Please contact [Educational Consultant](#) for assistance in determining impact if needed.

Please indicate any other possible resource impacts	Impact	Please Describe any impacts on the support areas	If Major, estimate \$	
Re/Development of blended or online courses	Minor	courses will be developed. Support from the MacPherson Institute will		MIETL
Learning Management System (Avenue to Learn)	Minor	most faculty accustomed to using Avenue to Learn		MIETL
Training and development for TAs or faculty	Minor	most of this will be taken care of internally		MIETL
Research on teaching and learning initiatives	Minor	experienced faculty will lead this work		MIETL
Other (Please specify)	Minor			MIETL

**7. OTHER**

Please indicate any other possible resource impacts	Impact	Please Describe any impacts on the support areas	If Major, estimate \$	
Financial Services	Minor	forecasting advice, and may have occasional questions regarding		Financial Affairs
Human Resources	Minor	We may need to rely on HR for hiring of staff		HR
Advancement	Minor	graduate students, or collection of donations for such awards and		UA
Research Services Office	None	research projects		Research Support
Other (Please specify)	None			

Please provide names below and check box to verify that approval has been obtained by each:

Department Chair/ Area Director _____	Check box	<input type="checkbox"/>
Faculty Dean or Director of Administration _____		<input type="checkbox"/>
Associate Vice-President , Finance & Planning (Academic) _____		<input type="checkbox"/>
Submitter _____		

Full Time and Part Time Undergraduate Enrolment by Faculty, Department and Level, as of November 1st.

FACULTY		2020/2021										2021/2022									
		Fall										Fall									
		Full Time					Part Time					Grand Total	Full Time					Part Time			
I	II	III	IV	V	OTHER	Total	Total	Total	Total	I	II		III	IV	V	OTHER	Total	Total	Total	Total	
<b>BUSINESS</b>		1067	930	824	851		2	3674	67	67	<b>3741</b>	1050	1022	914	810		11	3807	75	75	<b>3882</b>
<b>ENGINEERING</b>	BACHELOR OF TECHNOLOGY	254	275	400	502			1431	265	265	<b>1696</b>	299	233	464	528			1524	314	314	<b>1838</b>
	CHEMICAL ENGINEERING		90	79	88	37		294	9	9	<b>303</b>		76	74	86	32		268	11	11	<b>279</b>
	CIVIL ENGINEERING		134	140	149	31		454	4	4	<b>458</b>		137	124	150	29		440	11	11	<b>451</b>
	COMPUTING & SOFTWARE	132	262	260	299	36		989	37	37	<b>1026</b>	190	352	271	307	43		1163	39	39	<b>1202</b>
	ELECTRICAL & COMPUTER ENGINEERING		239	277	293	33		842	30	30	<b>872</b>		279	211	292	39		821	45	45	<b>866</b>
	ENGINEERING PHYSICS		62	64	49	6		181	6	6	<b>187</b>		70	51	59	11		191	9	9	<b>200</b>
	FACULTY OF ENGINEERING	1079					1	1080	20	20	<b>1100</b>	958	1				1	960	22	22	<b>982</b>
	IBEHS	190	127	109	65			491	1	1	<b>492</b>	173	149	121	103	38		584	6	6	<b>590</b>
	MATERIAL SCIENCE & ENGINEERING		45	46	42	4		137	5	5	<b>142</b>		57	46	38	2		143	5	5	<b>148</b>
	MECHANICAL ENGINEERING		179	150	184	48		561	19	19	<b>580</b>		163	173	171	38		545	17	17	<b>562</b>
<b>ENGINEERING TOTAL</b>		<b>1655</b>	<b>1413</b>	<b>1525</b>	<b>1671</b>	<b>195</b>	<b>1</b>	<b>6460</b>	<b>396</b>	<b>396</b>	<b>6856</b>	<b>1620</b>	<b>1517</b>	<b>1535</b>	<b>1734</b>	<b>232</b>	<b>1</b>	<b>6639</b>	<b>479</b>	<b>479</b>	<b>7118</b>
<b>HEALTH SCIENCES</b>	ANAESTHESIOLOGY						56	56			<b>56</b>						64	64			<b>64</b>
	BACHELOR HEALTH SCIENCES	274	267	254	210			1005	6	6	<b>1011</b>	229	281	261	225		4	1000	3	3	<b>1003</b>
	BIOCHEMISTRY & BIOMEDICAL SCI			57	56			113			<b>113</b>			58	59			117	2	2	<b>119</b>
	COLLABORATIVE NURSING	246	409	350	297			1302	41	41	<b>1343</b>	243	361	349	355			1308	59	59	<b>1367</b>
	FAMILY MEDICINE							222			<b>222</b>						215	215			<b>215</b>
	HEALTH RESEARCH METHODS, EVIDENCE AND IMPACT						2	2			<b>2</b>						3	3			<b>3</b>
	HONOURS BIOLOGY & PHARMACOLOGY (BIOPHARM)			16	5	13		34			<b>34</b>			19	3	20					<b>42</b>
	IBEHS		21	34	24			79			<b>79</b>		36	18	32	18					<b>104</b>
	MEDICINE							345			<b>345</b>						362	362			<b>362</b>
	MIDWIFERY	31	31	27	26			115			<b>115</b>	41	45	37	35			158	1	1	<b>159</b>
	MULTIPLE DEPARTMENTS						4	4			<b>4</b>						6	6			<b>6</b>
	OBSTETRICS & GYNECOLOGY						45	45			<b>45</b>							49	49		<b>49</b>
	ONCOLOGY						27	27			<b>27</b>						30	30			<b>30</b>
	PATHOLOGY & MOLECULAR MEDICINE						24	24			<b>24</b>						31	31			<b>31</b>
	PEDIATRICS						103	103			<b>103</b>						104	104			<b>104</b>
	PHYSICIAN ASSISTANT EDUCATION PROGRAM	24	23					47			<b>47</b>	27	23					50			<b>50</b>
	PSYCHIATRY & BEHAVIOURAL NEUROSCIENCES						52	52			<b>52</b>						54	54			<b>54</b>
	RADIOLOGY						45	45			<b>45</b>						46	46			<b>46</b>
	SCHOOL OF MEDICINE	204	205	213				622			<b>622</b>	203	205	208				616			<b>616</b>
	SCHOOL OF NURSING	135	131	230	172		5	673	20	20	<b>693</b>	119	126	250	224		5	724	26	26	<b>750</b>
	SURGERY						187	187			<b>187</b>						188	188			<b>188</b>
<b>HEALTH SCIENCES TOTAL</b>		<b>914</b>	<b>1087</b>	<b>1181</b>	<b>790</b>	<b>13</b>	<b>1117</b>	<b>5102</b>	<b>67</b>	<b>67</b>	<b>5169</b>	<b>862</b>	<b>1077</b>	<b>1200</b>	<b>933</b>	<b>38</b>	<b>1161</b>	<b>5271</b>	<b>91</b>	<b>91</b>	<b>5362</b>
<b>HUMANITIES</b>	ART	28	26	17	21			92	1	1	<b>93</b>	21	23	28	19			91	2	2	<b>93</b>
	ART HISTORY		7	9	8			24	6	6	<b>30</b>		7	5	8			20	4	4	<b>24</b>
	CLASSICS		15	9	12			36	7	7	<b>43</b>		15	12	12			39	6	6	<b>45</b>
	COMMUNICATION STUDIES AND MEDIA ARTS		125	99	106			330	17	17	<b>347</b>		120	115	97			332	11	11	<b>343</b>
	ENGLISH		64	70	49			183	28	28	<b>211</b>		79	52	55			186	22	22	<b>208</b>
	FACULTY OF HUMANITIES	548	49	15			5	617	51	51	<b>668</b>	536	46	7			17	606	33	33	<b>639</b>
	FRENCH		6	9	16			31	5	5	<b>36</b>		12	7	10			29	4	4	<b>33</b>
	GLOBAL PEACE AND SOCIAL JUSTICE		4	10	6			20	3	3	<b>23</b>		14	2	9			25	1	1	<b>26</b>
	HISTORY		75	47	49			171	23	23	<b>194</b>		53	72	29			154	23	23	<b>177</b>
	LINGUISTICS		39	60	51			150	12	12	<b>162</b>		50	47	66			163	6	6	<b>169</b>
	MUSIC	28	18	14	16			76	9	9	<b>85</b>	14	18	12	17			61	5	5	<b>66</b>
	PHILOSOPHY		99	97	93			289	20	20	<b>309</b>		114	103	76			293	15	15	<b>308</b>
	THEATRE & FILM STUDIES		28	14	10			52	3	3	<b>55</b>		23	24	4			51	4	4	<b>55</b>
<b>HUMANITIES TOTAL</b>		<b>604</b>	<b>555</b>	<b>470</b>	<b>437</b>	<b>0</b>	<b>5</b>	<b>2071</b>	<b>185</b>	<b>185</b>	<b>2256</b>	<b>571</b>	<b>574</b>	<b>486</b>	<b>402</b>	<b>0</b>	<b>17</b>	<b>2050</b>	<b>136</b>	<b>136</b>	<b>2186</b>

FACULTY		2020/2021											2021/2022														
		Fall											Fall														
		Full Time							Part Time				Grand Total	Full Time							Part Time				Grand Total		
I	II	III	IV	V	OTHER	Total	Total	Total	Total	I	II	III		IV	V	OTHER	Total	Total	Total	Total							
SCIENCE	BIOLOGY		295	205	278		2			780	13	13	13	793			324	278	225	3		830	19	19	19	849	
	CHEMISTRY AND CHEMICAL BIOLOGY		77	79	83		4			243	4	4	4	247			92	61	85	4		242	3	3	3	245	
	FACULTY OF SCIENCE	1996	232	129	88		2	54		2501	107	107	107	2608	1761		189	126	103	1	29	2209	112	112	112	2321	
	GEOGRAPHY & EARTH SCIENCES		60	62	58		2			182	15	15	15	197			52	64	66	2		184	6	6	6	190	
	HONOURS BIOLOGY & PHARMACOLOGY																										1
	INTEGRATED SCIENCE (ISCI)		7	3	1					11	1	1	1	12			5	2	3			10					10
	KINESIOLOGY	271	200	228	188					887	8	8	8	895	187		253	200	237			877	5	5	5	882	
	MATHEMATICS AND STATISTICS		357	247	215		10			829	30	30	30	859			377	323	237	8		945	37	37	37	982	
	PHYSICS & ASTRONOMY		58	45	50		6			159	5	5	5	164			43	57	45	2		147	6	6	6	153	
	PSYCHOLOGY NEUROSCIENCE & SCHOOL OF INTERDISCIPLINARY SCIENCE		231	219	234					684	18	18	18	702			268	265	238			771	11	11	11	782	
SCIENCE TOTAL		163	693	527	557	7			1947	20	20	20	1967	165		815	643	539	2		2164	45	45	45	2209		
SCIENCE TOTAL		2430	2210	1744	1752	33	54		8223	221	221	221	8444	2113		2418	2020	1778	22		8380	244	244	244	8624		
SOCIAL SCIENCES	ANTHROPOLOGY		70	66	44				180	18	18	18	198			56	47	45			148	15	15	15	163		
	ECONOMICS	195	191	196	100				682	45	45	45	727	196		196	180	99			671	28	28	28	699		
	FACULTY OF SOCIAL SCIENCES	1083	99	23			10		1215	72	72	72	1287	1021		94	14		16		1145	71	71	71	1216		
	GEOGRAPHY & EARTH SCIENCES		6	33	25				64	5	5	5	69			1	5	17			23	4	4	4	27		
	HEALTH, AGING AND SOCIETY	78	94	88	81				341	11	11	11	352	59		111	98	71			339	12	12	12	351		
	INDIGENOUS STUDIES PROGRAM		7	14	8				29	4	4	4	33			7	9	12			28	4	4	4	32		
	LABOUR STUDIES		22	33	30				85	10	10	10	95			26	22	23			71	5	5	5	76		
	POLITICAL SCIENCE		220	200	152				572	23	23	23	595			203	201	154			558	38	38	38	596		
	PSYCHOLOGY NEUROSCIENCE & BEHAVIOUR			120	88	33			241	31	31	31	272			121	99	36			256	17	17	17	273		
	RELIGIOUS STUDIES			3	7	6			16	6	6	6	22			5	6	4			15	4	4	4	19		
	SCHOOL OF EARTH, ENVIRONMENT AND SOCIETY		45	10	2				57	2	2	2	59			43	42	11			96	2	2	2	98		
	SCHOOL OF SOCIAL WORK		60	58	34				152	22	22	22	174			55	60	39			154	36	36	36	190		
	SOCIAL PSYCHOLOGY		113	107	93				313	13	13	13	326			118	108	107			333	11	11	11	344		
	SOCIOLOGY		134	159	73				366	51	51	51	417			144	152	90			386	61	61	61	447		
SOCIAL SCIENCES TOTAL		1356	1184	1082	681	0	10	4313	313	313	313	4626	1276		1180	1043	708	0	16	4223	308	308	308	4531			
ARTS & SCIENCE		90	60	65	59			5	279	4	4	4	283	66		84	57	71			278	10	10	10	288		
DIVINITY		10	21	8				10	49	109	109	109	158	18		4	2			7	31	97	97	97	128		
GRAND TOTAL		8126	7460	6899	6241	241	1204	30171	1362	1362	1362	31533	7576		7876	7257	6436	292		1242	30679	1440	1440	1440	32119		

Note 1: Undergraduate Headcount enrolment includes Fall as reported to MCU on each year.  
Note 2: Headcount Total excludes students on Co-op work term.  
Note 3: Faculty of Engineering Other includes: Continuing Student-Engineering, Exchange Student (Incoming)-EN, LOP (Incoming)-EN, LOP/Visiting (Incoming)-EN, Transition Student-Engineering.  
Note 4: Effective Summer 2015, McMaster's definition of a part time student changed from 12 units to 9 units per four month term.

SOURCE: STUDENT RECORDS DATABASE (PeopleSoft Campus Solutions)  
PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

Enrolment Management Update  
Headcounts of Level 1 students

FACULTY/PROGRAM	2020												2021											
	Total Target	Full-Time	101 Part-Time	105			Grand Total	RETURNING			Grand Total - Target	Total Target	Full-Time	101 Part-Time	105			Grand Total	RETURNING			Grand Total - Target		
				Total	Full-Time	Part-Time		Total	Full-Time	Part-Time					Total	Full-Time	Part-Time		Total	Full-Time	Part-Time			
ARTS & SCIENCE PROGRAM	72	67		67	21		88	2		2	16	62	54		54	7		7	61	5		1	0	
FACULTY OF BUSINESS	717	715		715	119	2	121	836	168	11	179	119	694	702	4	706	113	2	115	821	166	8	174	127
FACULTY OF ENGINEERING	778	763		763	124	2	126	889	180	12	192	111	755	751	4	755	117	2	119	874	182	10	192	119
FACULTY OF HEALTH SCIENCES	1275	1284	2	1286	261	3	264	1550	110	13	123	275	1276	1239	1	1240	250	2	252	1492	131	15	146	216
FACULTY OF HUMANITIES	441	350		350	110	7	117	467	88	9	97	26	437	345	3	348	101	1	102	450	90	7	97	13
FACULTY OF SCIENCE	489	386		386	120	8	128	514	98	11	109	25	485	368	4	372	108	1	109	451	95	7	102	4
FACULTY OF SOCIAL SCIENCES	1851	1989	7	1996	260	2	262	2258	181	9	190	407	1785	1753	5	1758	193	3	196	1954	167	9	176	169
MIDWIFERY	30			26	26		26	26	5		5	-6	30	4		4	36		36	40	1		1	10
SCHOOL OF NURSING	122	112		112	11	2	13	126	12	1	13	3	122	107		107	9		9	116	3	1	4	-6
Grand Total	5877	5800	15	5815	1070	20	1090	6905	772	70	842	1028	5704	5349	16	5365	907	10	917	6282	829	70	899	578

Note 1: 101 - students registered in previous academic year at Ontario Secondary School  
 Note 2: 105 - all other applicants including students that come indirectly from an Ontario Secondary School  
 Note 3: Returning - internal transfers, students repeating Level 1, students readmitted, and students with course deficiency  
 Note 4: Headcounts as of November 1 and as reported to MCU.  
 Note 5: Headcounts exclude Divinity, Mohawk & Conestoga Nursing.  
 Source: Student Records Database.  
 PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS  
 UPDATED ON: 08NOV2021

Total Graduate Headcount Enrolment by Faculty and Department, as of November 1, 2020-2021 to 2021-2022

FACULTY/DEPARTMENT	Full Time					Part Time					CO-OP Work Term					
	DOCTORAL		MASTERS		DIP/CERT		DOCTORAL		MASTERS		DIP/CERT		DOCTORAL		MASTERS	
	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022
BUSINESS	BUSINESS	83	95			2	8	6	8							
	EMBA			23	16											
	FINANCE			95	112											
	MBA			383	404					266	298			109	104	
	TOTAL	83	95	501	532	2	8	6	8	266	298			109	104	
ENGINEERING	BIOMEDICAL ENGINEERING	40	44	35	31											1
	CHEMICAL ENGINEERING	66	73	30	24											1
	CIVIL ENGINEERING	60	66	30	28											
	COMPUTING AND SOFTWARE	49	47	59	68			3	4	4	3		1	1		
	ELECTRICAL AND COMPUTER ENGINEERING	109	102	65	72			2	3	9	8				7	2
	ENGINEERING PHYSICS	43	47	21	28			1	2	3	9		1	5	7	5
	ENGINEERING PRACTICE			126	269					20	22		1		2	1
	FACULTY OF ENGINEERING					10	7								5	19
	MATERIAL SCIENCE & ENGINEERING	46	46	13	19					2	1					1
	MECHANICAL ENGINEERING	70	65	46	53			4	3	2	4			2	2	2
	TOTAL	483	490	425	592	10	7	15	19	46	54		1	2	8	23
HEALTH SCIENCES	BIOCHEMISTRY	82	75	50	52											
	BIOMEDICAL DISCOVERY AND COMMERCIALIZATION			33	34											
	CLINICAL BEHAVIOURAL SCIENCE						1					3	11			
	EHEALTH			64	56					28	30					
	FACULTY OF HEALTH SCIENCES					4	3					2				
	GLOBAL HEALTH	11	16	122	114											
	HEALTH MANAGEMENT			13	13					137	138					
	HEALTH POLICY	24	27													
	HEALTH RESEARCH METHODOLOGY	68	61	69	65			23	30	26	26	61	70			
	HEALTH SCIENCE EDUCATION			14	16					28	43					
	MEDICAL PHYSICS				1											
	MEDICAL SCIENCES	77	81	90	87					1	1					
	NEUROSCIENCE	38	33	25	23					2	1					
	NURSING	15	15	93	67	4	3	3	2	17	18					
	OCCUPATIONAL THERAPY			127	124											
	PEDIATRICS			31	30					9	8					
	PHYSIOTHERAPY			127	132											
	PSYCHIATRY & BEHAVIOURAL NEUROSCIENCES			16	35											
	PUBLIC HEALTH			52	51					5	7					
	REHABILITATION SCIENCE	34	27	78	74			10	10	58	46					
	SCHOOL OF MEDICINE	2	1													
	TOTAL	351	336	1004	974	8	7	36	42	311	319	66	81			
HUMANITIES	CLASSICS	11	10	13	11											
	COMMUNICATION MANAGEMENT			1	1					45	49					
	COMMUNICATION STUDIES & MULTIMEDIA	17	23	10	12											
	ENGLISH	48	45	27	24					1						
	FACULTY OF HUMANITIES					1										
	FRENCH	15	14	3	5											
	GENDER AND SOCIAL JUSTICE				11											1
	HISTORY	30	22	17	18			1	1	1	1					1
	INTERDISCIPLINARY STUDIES			8	1					2	2					
	LINGUISTICS AND LANGUAGES	9	11	9	15											
	PHILOSOPHY	29	31	18	25					2	1					
	TOTAL	159	156	106	123	1		1	1	51	54					
SCIENCE	BIOLOGY	36	36	38	44					1	1					
	CHEMICAL BIOLOGY	17	18	14	18											
	CHEMISTRY	48	45	23	21											
	COMPUTATIONAL SCIENCE AND ENGINEERING	17	17	14	16			5	6	1	1					
	FACULTY OF SCIENCE					4	6					1				
	GEOGRAPHY AND EARTH SCIENCES	38	44	36	42			4	2	3	1					
	KINESIOLOGY	23	25	28	23					1	1					
	MATH AND STATISTICS	35	34	43	45						2					
	MEDICAL PHYSICS	9	12	8	11			1	1	2	4					
	PHYSICS & ASTRONOMY	39	42	24	28											
	PSYCHOLOGY	75	75	26	32			1	1							
	TOTAL	337	348	254	280	4	6	11	10	8	10	1				

FACULTY/DEPARTMENT		Full Time						Part Time						CO-OP Work Term				
		DOCTORAL		MASTERS		DIP/CERT		DOCTORAL		MASTERS		DIP/CERT		DOCTORAL		MASTERS		
		2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	
SOCIAL SCIENCES	ANTHROPOLOGY	31	33	14	15			2	2									
	ECONOMICS	26	32	42	39			1	1								2	7
	FACULTY OF SOCIAL SCIENCES				18	1												
	GLOBALIZATION			18	15							1						
	HEALTH, AGING & SOCIETY	23	21	6	9						1							
	LABOUR STUDIES	9	11	13	13				1	1	1							
	POLITICAL SCIENCE	31	37	19	20					1								
	RELIGIOUS STUDIES	24	22	9	5				1									
	SOCIAL WORK	25	22	17	21		1			11	11	1	6					
	SOCIOLOGY	23	23	22	18													
	<b>TOTAL</b>	192	201	160	173	1	1	3	5	14	13	1	6				2	7
<b>GRAND TOTAL</b>	<b>1605</b>	<b>1626</b>	<b>2450</b>	<b>2674</b>	<b>26</b>	<b>30</b>	<b>72</b>	<b>85</b>	<b>696</b>	<b>748</b>	<b>68</b>	<b>88</b>	<b>2</b>	<b>8</b>	<b>134</b>	<b>143</b>		

Note 1: Headcount is as of November 1st of each year and as reported to MCU.

Note 2: Headcount enrolment of McMaster interdisciplinary programs is counted under their designated associated Faculty.

SOURCE: STUDENT RECORDS DATABASE (PeopleSoft Campus Solutions)

PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

UPDATED DATE: 17NOV2021



## 2020 Student Census and Experience Survey Report

Prepared by:

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In consultation with:

Office of the Associate Vice-President (Student Learning) & Dean of Students  
McMaster Student Union

November 29, 2021

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## I. SUMMARY

### Purpose

In the winter of 2021, the Equity and Inclusion Office (EIO), with the support of Institutional Research & Analysis (IRA) and after consultation with key community stakeholders, launched its first comprehensive [Student Census and Experience Survey](#) (SCES). The goal of this survey was two-fold: to understand the holistic student experience across dimensions of student wellness and success; and to reveal if there are thematic differences in student experience across diverse groups of students.

### Methodology

The survey was launched on February 3, 2021. It was sent to all undergraduate, graduate, and medical students enrolled in the 2020 – 2021 year – the **total sample size was 37,860 students**. Three reminders were sent: February 9<sup>th</sup> – 11<sup>th</sup>, February 17<sup>th</sup>, and February 24<sup>th</sup>. The survey was closed on March 5<sup>th</sup>. Incentives were offered to survey participants. We held a draw and randomly selected winners for 24 prizes offered: four \$250 Amazon gift cards, ten \$100 amazon gift cards, and ten \$50 Amazon gift cards.

The Census portion of the survey asked student to self-identify across demographic dimensions of diversity. The Experience portion of the survey asked students to rate their experiences of the following student wellness and success areas: food security and financial health; personal security and physical safety; social connection and belonging; emotional and spiritual well-being; mental and physical health; career development; and academic success. In addition to asking students to rate their experiences on a Likert scale, open-ended questions were asked to enable students to comment more freely.

### Data Analysis

IRA analyzed the quantitative responses, and the EIO hired a graduate research assistant to analyze the qualitative responses. IRA created a series of SCES Fact Booklets presenting disaggregated results by Faculty/School, degree type (UG/G), academic load (PT/FT), immigration status, income status, and some dimensions of demographic diversity (e.g., gender, disability, racialization). The Fact Booklets are located on the IRA Portal and available at the following link: <http://iraportal.mcmaster.ca>. A connection through VPN (Virtual Private Network) is required to receive a prompt for secure access. Authorized persons may access the Portal by MacID and password, selecting Survey Fact Sheets to see the full set of Fact Booklets. Requests for additional data analysis will be considered and may be made to [ira@mcmaster.ca](mailto:ira@mcmaster.ca).

### Insights and Actions

This survey was administered during the extraordinary Covid-19 pandemic, when the primary mode of instruction and service delivery was remote. With respect to making inferences, results must be interpreted cautiously given the response rate. With respect to questions about satisfaction with services, it is not possible to know whether responses are from students who have personally encountered and experienced direct services or if they are responding according to perceptions about the service. That said, the results reinforced the need to continue to enhance awareness of services and resources available and to enhance understanding of student experiences and satisfaction with those services and resources. The following is a list of university actions that have recently been or are being undertaken to improve the student experience among McMaster's diverse student body:

1. Recruited additional personnel to support the Equity & Inclusion Office mandate:
  - Hired: Web Accessibility Specialist, Senior Human Rights Officer, Coordinator Anti-Black Racism Initiatives, Coordinator Indigenous Education Initiatives, Coordinator Sexual Violence Prevention Education and 24 undergraduate and graduate student Sexual Violence Prevention Peer Educators.
  - Hiring: Director for the Sexual Violence Prevention and Response Office and Anti-Oppression Programs, and Case Manager for Sexual Violence Response.
2. Hired Senior Advisor Equity, Inclusion and Anti-Racism in Student Affairs and Manager, Black Student Services, to be located in the new Black Student Success Centre.
3. Established ex-officio roles for the Directors of the MSU Diversity Services, Pride Centre, Women & Gender Equity Network, and Maccess on the President's Advisory Committee on Building an Inclusive Community to centre student issues related to anti-racism, 2SLGBTQ+ inclusion, gender equity, and disability justice.
4. Launched the Spiritual Care and Learning Centre (SCLC) to foster interfaith collaboration and multifaith access and inclusion on campus.
5. In consultation with the IEC and ACFAM, Advancement and Student Affairs have established plans to increase scholarships and bursaries to support student access and success for Black and Indigenous students.
6. Work is underway to enhance communication, consultation, and collaboration with student leaders (within the MSU, GSA, Faculty Societies, and other Groups) about institutional EDI strategies.
7. Work is underway to imbed the new Student Diversity Census within Mosaic/Avenue to Learn, with plans to develop a communication strategy and campaign to increase the response rate.
8. Using an equity lens, the Student Standard Self-Assessment Committee will implement an audit of mental health support on campus, with a focus on psychological health, wellbeing, and safety among students.
9. The University will continue to examine and address perceptions and experiences of safety and security among minoritized students, and particularly Black, Indigenous, and racialized students, engaging Security Services to continue to enhance relevant protocols and personal competencies.
  - a) Security Services will work with the Equity and Inclusion Office to apply an equity lens to review the protocols it engages to administer the University's safety and security policies and priorities, and
  - b) Security Services continue to enhance annual and ongoing training for special constables, building on the slate of [training requirements](#) currently in place, with an emphasis on anti-oppressive approaches, trauma-informed investigation, and culturally conscious/responsive services. Included in the training are sessions on the following topics delivered by the Equity and Inclusion Office, in collaboration with campus partners as appropriate: trauma-informed sexual violence response, Indigenous cultural safety, 2SLGBTQ+ positive service delivery, race-consciousness/antiracism (including anti-Black racism), accessibility and mental health stigma reduction.

## II. RESULTS

Below is a summary of what we learned from the SCES about the diversity of the student body and the extent to which the student experience is perceived to be accessible, equitable, and inclusive.

The **response rate was 18.53%, with 7,014 completed surveys.**

Faculties were proportionately represented in the response rates.

**Note:** While 18% is not an atypical response rate for surveys, the response rate should be much higher if one is to make more accurate inferences about differential experiences across demographic groups.

### 1. Diversity Profile – Self-Identification

#### Of the total respondents\*:

\*Note that respondents had an option to “prefer not to answer” any of the demographic questions.

- 94% were full-time students and 6% part-time
- 14% were international students and 86% domestic
- 71% were undergraduate, 25% were graduate, and 4% were medical residents
- 1.1% identified as Indigenous and 97.4% as non-Indigenous
  - Among Indigenous students, 65.3% identified as First Nations, 26.4% as Métis, 8.3% another self-identifier)
- 48% identified as racialized and 48.7% indicated they do not identify as racialized
  - Among racialized students, 5.8% identified as Black
  - Among non-racialized students, 41.9% identified as White
  - All self-reported disaggregated ethno-racial identity data are in the [Overall Fact Book](#)
- 13.8% identified as persons with a disability and 82.6% indicated they do not identify as having a disability
  - Among students with a disability, 93.0% identified an invisible/non-evident disability
- 66.6% identified as female/woman, 31.3% male/men, 1.8% gender non-conforming, and 0.1% two-spirit
- 1.4% identified as transgender and 97.6% indicated they did not identify as transgender
- 25.9% identified as members of the diverse 2SLGBQ+ community, 77.1% identified as straight/heterosexual
- 61.4% said their personal household gross income was less than \$25,000
- 40.6% said their parental/guardian gross income was less than \$100,000, 29.9% said more than \$100,000
  - 8.1% > \$200K, 2.8% \$175-199K, 3.9% \$150-174K, 4.9% \$125-149K, 10.2% \$100-124K, 9.7% \$75-99K, 10.8% \$50-75K, 10.4% \$25-49K, 9.8% < \$25K
- 15.2% said their parent/guardian did not have a post-secondary education (PSE) credential (degree, diploma, certificate, or other) – this group would be referred to as “first generation or first in family” to attend PSE

## 2. Self-Reported Academic and Broader Education Experiences

To interpret the results of self-reported experiences, responses were converted to a Likert scale ranging from 1 – 5: 1 representing the most negative outcome (e.g., very dissatisfied), 3 being neutral, and 5 representing the most positive outcome (e.g., very satisfied).

To control for survey non-response and bias, a Raking Algorithm<sup>1</sup> was applied to weight observations across three categories: Gender, Immigration Status and Academic Career. Responses of no basis to judge or no response were removed from the significance tests. Significance tests across the groups of interest were conducted on the weighted sample.

Below are the findings that reflect a significant difference in the student experience across different dimensions of diversity where those differences are significant at the 1% level (e.g.,  $p < 0.01$ ). The group averages are provided in parentheses.

As mentioned, with respect to making inferences, results must be interpreted cautiously given the response rate.

### a) Immigration Status

As compared to their domestic peers, on average, **graduate international** students report

- more agreement that McMaster is a place where they can achieve their full potential (3.83 vs. 3.70).
- more agreement that their experience at McMaster has positively contributed to their academic growth (3.99 vs. 3.89).

### b) Racialized Students

As compared to their non-racialized peers, on average, racialized **undergraduate students** report

- less satisfaction with their instructors' ability to create an equitable and inclusive learning experience (3.74 vs 3.90).
- less satisfaction with their TAs' ability to create an equitable and inclusive learning experience (3.75 vs 3.88).
- less satisfaction with their undergraduate supervisor's ability to create an equitable and inclusive learning experience (3.63 vs 3.76).
- less agreement that McMaster has adequate programs and resources to support a diverse student body (3.29 vs. 3.40).
- less often feeling a sense of belonging at McMaster (3.35 vs. 3.44).
- less agreement that McMaster has a strong commitment to equity, diversity, and inclusion (3.58 vs. 3.69).

As compared to their non-racialized peers, on average, racialized **graduate** students report

- more often feeling that their emotional well-being is important at McMaster (3.42 vs 3.22).

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<sup>1</sup> The Raking Algorithm and logic applied can be viewed here:

<https://support.sas.com/resources/papers/proceedings/proceedings/sugi25/25/st/25p258.pdf>

### c) Students with a Disability

As compared to their able-bodied peers, on average, **undergraduate and graduate students** with a disability report

- less satisfaction with their instructors' ability to create an equitable and inclusive learning experience (3.64 vs. 3.85 and 3.64 vs. 3.97, respectively).
- less satisfaction with their instructors' ability to create an accessible learning experience (3.42 vs. 3.76 and 3.60 vs. 4.00, respectively).
- less agreement that McMaster has adequate programs and resources to support a diverse student body (3.05 vs. 3.62 and 3.84 vs. 4.10, respectively).
- less often feeling a sense of belonging at McMaster (3.19 vs. 3.44 and 2.98 vs. 3.39, respectively).
- less often feeling socially connected at McMaster (2.99 vs. 3.25 and 2.92 vs. 3.15, respectively).
- less often feeling that their emotional well-being is important at McMaster (2.89 vs. 3.20 and 2.98 vs. 3.37, respectively).
- less agreement that they feel valued as an individual at McMaster (2.99 vs. 3.40 and 3.19 vs. 3.63, respectively).
- less agreement that McMaster has a strong commitment to EDI (3.39 vs 3.69 and 3.49 vs. 3.77, respectively).

Additionally, as compared to their able-bodied peers, on average, **undergraduate** students with a disability report

- less satisfaction with their TAs' ability to create an equitable and inclusive learning experience (3.64 vs. 3.85).
- less satisfaction with their undergraduate supervisor's ability to create an accessible learning experience (3.49 vs. 3.68).
- Less agreement that they have communities or groups where they feel a sense of belonging at McMaster (3.39 vs. 3.69).

Additionally, as compared to their able-bodied peers, on average, **graduate** students with a disability report

- less satisfaction with their research supervisor's ability to create an accessible learning experience (3.84 vs. 4.10).

### d) Income Status (parental/guardian family gross income)

As compared to their peers from higher income households, on average, **undergraduate students** from lower income households report

- less often feeling confident in their career development (3.26 vs. 3.40)
- less often feeling confident in their academic success (3.43 vs. 3.64)
- less agreement that McMaster is a place where they can achieve their full potential (3.60 vs. 3.70)
- less agreement that McMaster has positively contributed to their academic growth (3.69 vs. 3.80)
- less agreement that they have equal opportunities among peers to succeed academically at McMaster (3.60 vs. 3.80)
- less agreement that they have equal opportunities among peers to succeed in career after McMaster (3.38 vs. 3.60)

As compared to their peers from higher income households, on average, **graduate** students from lower income households report

- more satisfaction with their instructors' ability to create an accessible learning experience (3.99 vs. 3.83)
- more agreement that McMaster has adequate programs and resources to support the diverse student body (3.49 vs. 3.25)
- less agreement that they have equal opportunities among peers to succeed in career after McMaster (3.51 vs. 3.77)

## e) Gender

As compared to their male-identified peers, on average, **female-identified** undergraduate students report

- less satisfaction with their instructors' ability to create equitable and inclusive learning experiences (3.75 vs. 3.90)
- less satisfaction with TA's abilities to create equitable and inclusive learning experiences (3.78 vs. 3.86)
- less satisfaction with instructor's ability to create an accessible learning experience (3.63 vs. 3.77)
- less agreement that McMaster has adequate programs and resources to support the diverse student body (3.28 vs. 3.45)
- less often feeling that their emotional well-being is important at McMaster (3.10 vs. 3.20)
- less agreement that McMaster has a strong commitment to EDI (3.60 vs. 3.68)
- less confident in their career development (3.21 vs. 3.41)
- less confident in their academic success (3.45 vs. 3.62)
- less agreement that they have equal opportunities among peers to succeed academically (3.64 vs. 3.80)
- less agreement that they have equal opportunities among peers to succeed in their career after McMaster (3.44 vs. 3.54)

As compared to their male-identified peers, on average, **female-identified** graduate students report

- less satisfaction with their research supervisor's ability to create equitable and inclusive learning experiences (4.01 vs 4.19)
- less satisfaction with instructor's ability to create an accessible learning experience (3.81 vs. 4.06)
- less satisfaction with research supervisor's ability to create an accessible learning experience (3.95 vs. 3.53)
- less agreement that McMaster has adequate programs and resources to support the diverse student body (3.27 vs. 3.53)
- less often feeling a sense of belonging at McMaster (3.42 vs. 3.25)
- less often feeling valued as an individual at McMaster (3.49 vs. 3.67)
- less agreement that McMaster has a strong commitment to EDI (3.62 vs. 3.82)
- less agreement that they have equal opportunities among peers to succeed academically (3.74 vs. 3.89)

## 3. Self-Reported Satisfaction with Services

On the question of satisfaction with services they used, among the forty one student facing services provided by the University and the McMaster Student Union – and after removing neutral responses – two services (Libraries and Facilities Services) received a satisfactory rating by over 90% of respondents, twenty five services received a satisfactory rating by 80 to 89% of respondents, twelve services received a satisfactory rating by 70 to 79% of respondents, and two services received a satisfactory rating between 65 to 69% of respondents (Wellness Services and Hospitality Food Services).

Students were provided an opportunity to provide further qualitative comments about their experiences with student-facing services. There were **2,103 unique students** who provided comments.

Below is a list of highlights from these comments:

- increase diversity of faculty/professors
- expand beyond emphasis on “traditional” white, CIS-male authors to include BIPOC authors in readings
- improve capacity of professor to address accommodations for students with disabilities
- improve physical accessibility of buildings on campus
- improve teaching tools and technologies for professors (e.g., microphones for recorded lectures)
- continue support for recorded lectures when in-person teaching resumes
- increase resources for mental health/counselling to reduce wait time and increase appointment frequency
- enhance services for reporting and managing sexual harassment and assault complaints
- enhance culture of non-tolerance of discrimination, sexual harassment and assault
- more EDI training for teaching assistants and instructors
- more EDI training for campus security
- more staff in the Equity and Inclusion Office
- more resources for graduate students to discuss potential issues with their supervisors
- improved funding for graduate students
- more opportunities for student support groups
- more access to support services for “mature” students with families or full-time jobs
- more opportunities for undergraduates to receive mentorship
- better promotion of student services during welcome week
- more emphasis on career opportunities after universities (e.g., job fairs, job talks, etc).
- more affordable and healthy food options on campus
- online library is not user-friendly

#### 4. Safety and Security

Further examining responses related to the sense of personal security on campus, physical safety on campus, and satisfaction with Security Services, the data suggest that:

- Black (2.01), racialized students (1.97) and Indigenous (1.94) students are more likely to report a sense of personal insecurity on campus than non-racialized students (1.79).
- Indigenous (1.71) and racialized (1.58) students are more likely to report feeling more unsafe on campus relative to Black (1.52) and non-racialized (1.52) students.
- Non-Black non-Indigenous racialized students (3.26) are more likely to report the same level of satisfaction with security services as non-racialized students (3.27).
- Black (3.10) and Indigenous (3.08) students are more likely than non-Black non-Indigenous racialized (3.26) and non-racialized students (3.27) to report dissatisfaction with Security Services.

**Note:** The numbers in parentheses reflect the weighted response. As mentioned above, it is not possible to know whether responses are from students who have personally encountered and experienced direct services or if they are responding according to perceptions about service.

Significance testing follows from the analyses of differences among the four groups of Black, Indigenous, racialized, and non-racialized students.

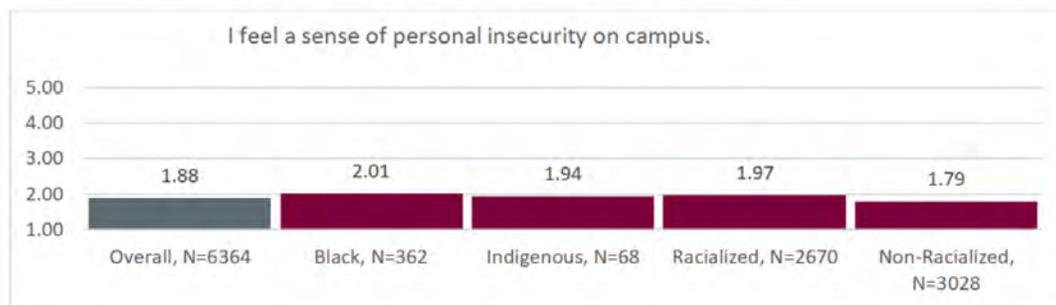
As shown in the figures below for the three questions of interest, non-Indigenous or non-Black responses are not homogenous and vary by question. Thus, aggregating them and comparing to a single identity (e.g., comparing non-Indigenous to Indigenous, or non-Black to Black) can result in misleading conclusions.

With respect to the question of “I feel a sense of personal insecurity on campus.”, the responses of Black, Indigenous, and racialized students are more alike and consequently a natural group for comparison to non-racialized students. Tests of significance of differences for Black, Indigenous, and racialized in aggregate against non-racialized support this assertion. Similarly, the responses to the question about satisfaction with “Security Services (Special Constables) safety planning, resource referral, emergency response, building access, protecting persons/property” suggest that a test for differences between Black/Indigenous versus racialized/non-racialized would be more appropriate. Significance testing between Black and Indigenous in aggregate against racialized and non-racialized in aggregate revealed that Black and Indigenous students are less satisfied with Security Services than their peer racialized and non-racialized students. A test for differences in responses for two of the four identities, racialized (non-Indigenous/non-Black) and non-racialized (non-Indigenous/non-Black) did show significant differences for the questions: “I feel a sense of personal insecurity on campus” (significant at 1%) and “I feel physically unsafe on campus” significant at 5%. Differences between the two groups for responses to the question: “Security Services (Special Constables) safety planning, resource referral, emergency response, building access, protecting persons/property” were not observed.

**a) Sense of Personal Safety On-Campus**

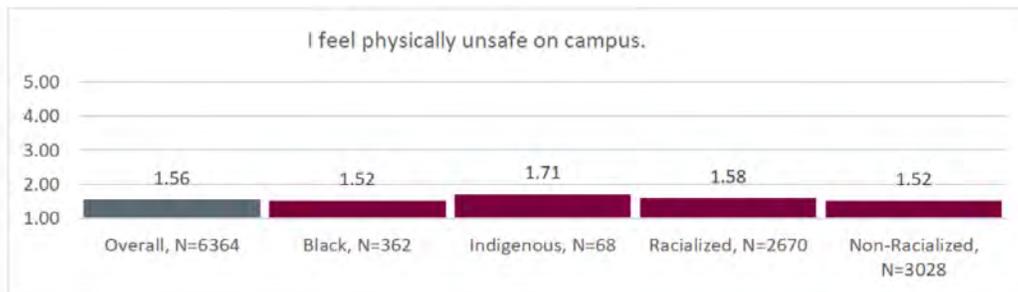
The Likert scale for the question “I feel a sense of personal insecurity on campus” is Never (1), Seldom/Rarely (2), Sometimes (3), Often (4), and Very Often (5). On average, non-racialized students feel more secure on campus than do Black, racialized and Indigenous students. There is a strong trend for Black (2.01) students and racialized (1.97) students to feel a higher sense of personal insecurity on campus than do non-racialized students (1.79).

When comparing the Black, Indigenous and Racialized students in aggregate to non-racialized students, non-racialized students feel more secure on campus on average (1.97 vs 1.79; significant at 1%).



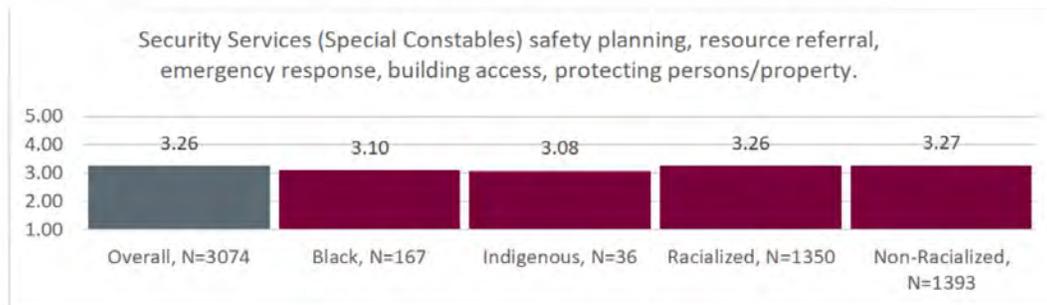
### b) Feeling Physically Unsafe on Campus

The Likert scale for the question “I feel physically unsafe on campus.” is Never (1), Seldom/Rarely (2), Sometimes (3), Often (4), and Very Often (5). On average, Indigenous (1.71) and racialized (1.58) students feel more physically unsafe on campus than Black (1.52) and non-racialized students (1.52).



### c) Satisfaction with Security Services

The Likert scale for the question “Security Services (Special Constables) safety planning, resource referral, emergency response, building access, protecting persons/property.” is very dissatisfied (1), dissatisfied (2), neither satisfied nor dissatisfied (3), satisfied (4), and very satisfied (5). On average, Indigenous (3.08) and Black (3.10) students report less satisfaction with Security Services than racialized (3.26) and non-racialized students (3.27). Comparisons between Black and Indigenous students in aggregate (3.09) and racialized and non-racialized students in aggregate (3.26) show significant differences (significant at 5%).



There were four comments submitted by students which referenced safety and security:

- “Improve the security services on campus.”
- “I am not terribly fond of security services. In my experience, they don't investigate the situation before they ruin a person's life.”
- “In terms of safety, I personally wasn't immediately able to locate where campus security is. Perhaps a more central/accessible location.”
- “The security services on campus have racially profiled friends of mine and have generally made many marginalized students feel less safe on campus.”

**REPORT TO THE BOARD OF GOVERNORS**  
*from the*  
**EXECUTIVE AND GOVERNANCE COMMITTEE**

i. **Security Services Report.**

At its November 23<sup>rd</sup>, 2021 meeting, the Executive & Governance Committee received, for information, the Security Services Annual Report for 2020. The Board of Governors is now receiving this report for information.

**Board of Governors: INFORMATION**  
**December 9, 2021**



# Security Services

Annual Report | 2020 |



# Mission Statement

McMaster University Security Services' Special Constables will protect lives and property on our campus, doing our part to create a safe and secure and inclusive place to live, work, study and conduct research.



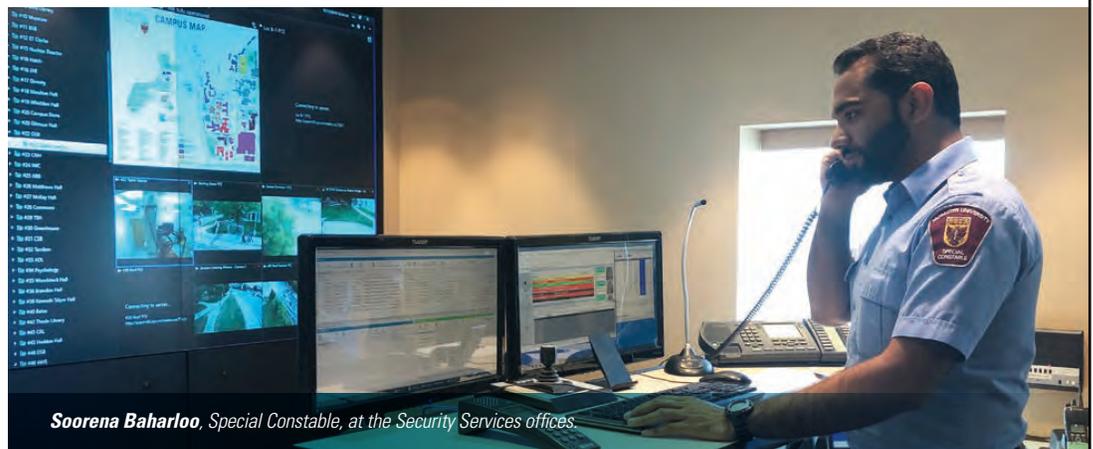
**BRIGHTER  
WORLD**



Assistance phones on McMaster's campus. Assistance poles are red poles with blue lights situated throughout campus that, once activated, call directly to McMaster Security Services.

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**Soorena Baharloo**, Special Constable, at the Security Services offices.



## Message from the **Assistant Vice-President & Chief Facilities Officer**

Security Services exists to help create a safe environment on campus to support the academic mission of McMaster University.

In March 2020, the onset of the global COVID-19 pandemic set in motion a year of significant change, transition and opportunities for McMaster's Security Services.

To respond to the unique challenges of the last year, Security Services focused on providing appropriate training and support for the team. Team members completed over 600 professional development courses in 2020, an increase of three and half times the number of courses completed in the previous year. Areas of training included infection prevention, mental health and substance abuse, gender-based violence, anti-racism, anti-Black racism and trauma informed sexual assault investigations that promote a survivor-centred approach.



Security Services continues to work closely with the Sexual Violence Prevention and Response Office to support the education, safety and security objectives articulated by the provincial government for sexual violence education, prevention and response.

Security, prevention and safety education on campus is accomplished through the many valuable working partnerships that Security Services has across the University, and with the many community partners surrounding McMaster University.

**Debbie Martin**  
Assistant Vice-President & Chief Facilities Officer

## Message from the **Director of Security Services**

The Security Services team continues to endeavour to promote an environment on campus where equity, diversity and inclusion are valued and supported and where all members of the McMaster community can thrive.



Our commitment to Equity, Diversity and Inclusion is supported by our outreach to professional groups and partners to recruit a diverse team that is more reflective of the community we serve. We welcome new members to our team and are excited about the hiring process creating a more diverse workforce to serve the community.

Along with our AVP and Chief Facilities Officer, I would like to recognize the team members of Security Services for their efforts this year. We would also like to thank those who have completed their years of service to the University as they moved to other opportunities or into retirement.

**Glenn DeCaire**  
Director of Security Services



*As the University's reputation continues to grow, so too do the facilities on campus and in our community, with renovations and new buildings projects taking place on and off campus.*

## About McMaster University

### 2020 in Review

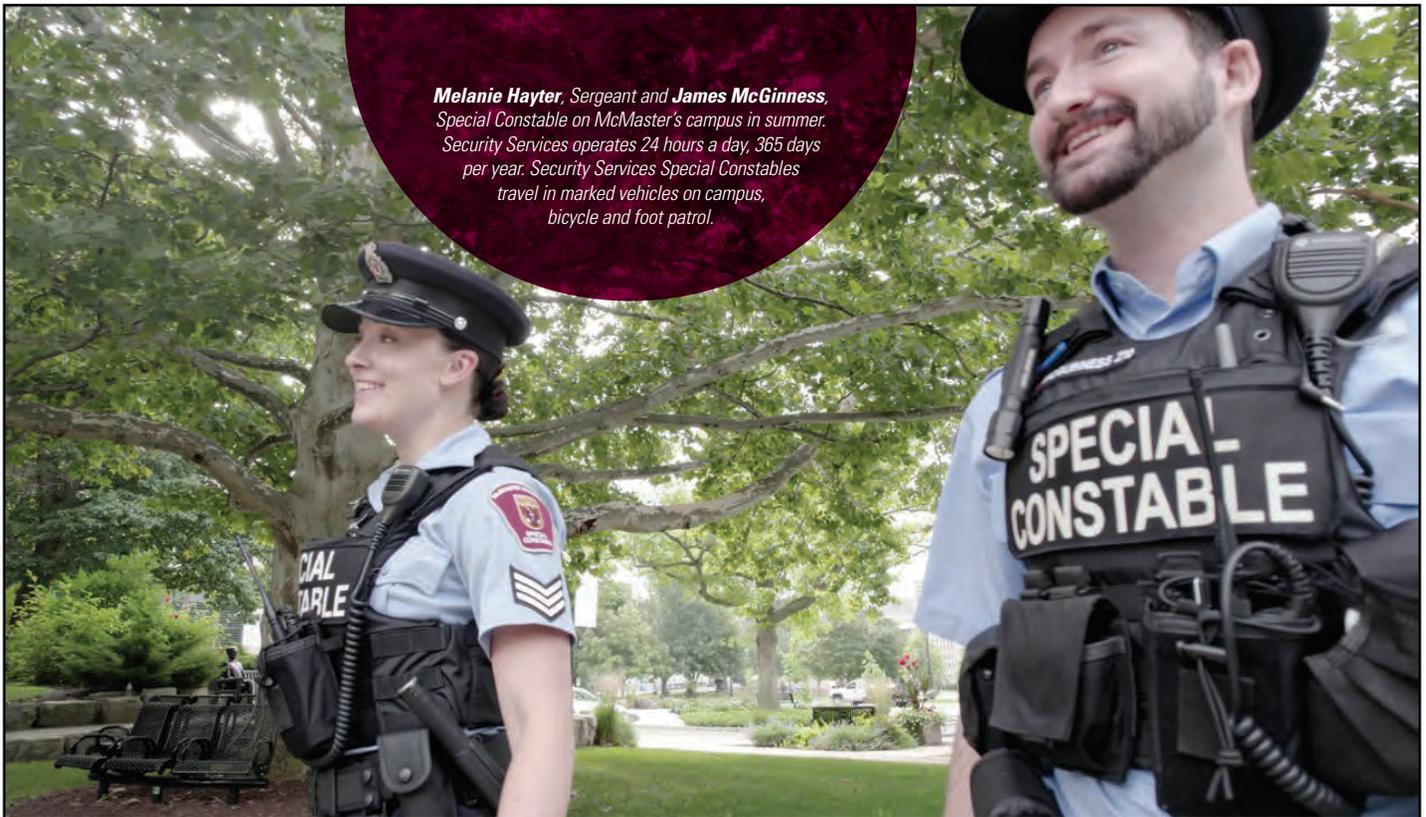
McMaster University's primary campus is situated in the west end of Hamilton at 1280 Main Street West. It is surrounded by inviting green spaces, residential living and is part of a vibrant community.

The McMaster campus is composed of 300 acres of property and almost 60 buildings. The McMaster community includes 30,170 undergraduate students, 4,917 graduate students, and 994 full-time faculty. 13 student residence buildings on campus have living space for almost 4,000 students. 2020 being an exceptional year, residences were largely closed to the usual student cohort with only a small number of students with exceptional circumstances provided with accommodation. International students who required a place to stay to meet federal quarantine requirements were also provided safe and secure residence space and residences were also made available to Hamilton healthcare workers who wished to isolate to protect family and friends.

With very few exceptions, McMaster classes and academic programs went online in March 2020 and continued to be offered remotely for the entire academic year. As the year came to a close, almost all staff continued to work from home except for those who were required to be on campus. The beginning of the 2021/2022 academic year has seen us welcoming more students, faculty and staff back to campus and we expect this activity to increase over the coming months and into the winter term.

McMaster was once again named Canada's most research-intensive university. McMaster's world rankings improved again in 2020, moving to 69th in the World University Rankings, 11th in the world and second in Canada for clinical and pre-clinical health and 17th in the world for overall impact in delivering on the United Nations Sustainable Development Goals. At the same time, we have made a renewed commitment to our community and are working to establish 500 community-engaged partnerships by 2025.

As the University's reputation continues to grow, so do the facilities on campus and in our community, with renovations and new building projects taking place on and off campus. McMaster's economic impact in Hamilton, the province and the country continue to expand. The University's total annual economic impact is \$9.2 billion.



**Melanie Hayter, Sergeant and James McGinness,**  
*Special Constable on McMaster's campus in summer. Security Services operates 24 hours a day, 365 days per year. Security Services Special Constables travel in marked vehicles on campus, bicycle and foot patrol.*

## McMaster's Security Services

A university is a unique environment and that extends to the role of Security on campus. The safety of every individual on campus is paramount. While this requires great diligence and a commitment to excellence, it also requires an approach that helps to ensure that students, faculty and staff feel safe and respected as individuals.

The department manages security services for the main campus, all off campus sites and is supplemented by private contract security services for a number of off campus locations. Security Services operates 24 hours a day, 365 days per year. The department's office is located on the 2nd floor of the E.T. Clarke Centre on McMaster University's campus. Security Services Special Constables travel in marked vehicles on campus, bicycle and foot patrol.

McMaster has a long-standing partnership with the Hamilton Police Service that is outlined in a formal Memorandum of Understanding (MOU) with the Hamilton Police Services Board (HPSB). McMaster University Security Services and Halton Police Service also have an official partnership, allowing the appointment of Special Constables in the Ron Joyce Centre in Burlington.

McMaster Special Constables are sworn Peace Officers, appointed by the Board under the authority of the Police Services Act. Their appointments endow them with the responsibilities and duties of a Special Constable and enable them to enforce the Criminal Code of Canada, Controlled Drugs and Substances Act, Federal and Provincial statutes and Municipal By-Laws on the University Campus, as well as enforcing the McMaster Board of Governor's bylaws and regulations. The Hamilton Police Service works closely with McMaster Security Services to investigate serious criminal incidents.

McMaster Security Services currently consists of 35 staff including: 1 Director, 1 Senior Manager, 1 Administrator, 5 Sergeants, 2 Investigators, 12 full-time Special Constables, 8 part-time Special Constables, 2 Technology Specialists, and 3 Dispatchers.



*Dean Annou, Special Constable with a naloxone nasal spray, a medication that blocks the effects of opioid use and can be used to reverse an overdose. All McMaster Special Constables are equipped with naloxone nasal spray.*

## Training and Professional Development

McMaster Security embraces professional development for all staff on an annual basis. The following is a summary of training programs participated in by McMaster Security Services Special Constables in 2020 as we work to ensure all staff maintain and enhance the knowledge and expertise related to their positions.

A total of 188 mandatory Health & Safety courses were taken in 2020 including initial training for new hires as well as recertification for serving Special Constables. The 2020 training is a 19% increase over the 2019 training courses (158). McMaster University partnered with the Canadian Police Knowledge Network (CPKN) and established our own dedicated training portal. A total of 601 courses were taken by Special Constables via CPKN including Autism Spectrum Disorder, Victim's Rights, Frontline Demonstrations, Suicide Awareness and Mental Health for First Responders focusing on caring for those who care for others. The 601 courses taken in 2020 is a significant increase of 385% from the 2019 total of 124 courses and an even more significant increase on the 33 courses taken in 2018. One area of emphasis has been on trauma informed investigations training that promote a survivor-centred approach. CPKN courses are now structured in three main areas of Leadership Development, Coaching and Senior Special Constable Development and Investigative Skills. This significant increase demonstrates our commitment to quality customer service through education and development.

McMaster has increased its commitment to inclusivity through a variety of measures including the creation of the Associate Vice-President, Equity and Inclusion position. Dr. Arig al Shaibah continues to play a significant leadership role in raising awareness, communication and education of issues around diversity and inclusion and the importance of reporting incidents. Dr. al Shaibah has provided training in Anti-Racism to Security Services personnel in 2020 with Anti-Oppression, Anti-Black Racism, Trans Inclusion and Trauma Informed Sexual Assault response training scheduled for 2021.

Training	2020 Attendees
Use of Force Certification (HPS)	0
Use of Force (Recertification)	27
Block Training (HPS)	27
Bicycle Officer Training (HPS)	1
First Aid & CPR (HPS)	27
Crisis Intervention Training (HPS)	4
Asbestos Awareness Training	8
Ergonomic Awareness Training	7
Fire Safety Training	15
FIT Mask Testing	8
Health and Safety Orientation	8
Radiation Safety Training	2
Due Diligence	16
WHMIS – Core	7
Hydrogen Fluoride	15
Naloxone Administration	27
CNSC “Nuclear for Everyone” Webinar Series	2
Lean Six Sigma	6
Dispatcher Training	2
Violence and Harassment Prevention Training – McMaster	18
Excited Delirium Syndrome (CPKN)	25
Using a Trauma Informed Approach	25
Introduction to Trauma Informed Investigations	27
Infectious Disease and Pandemic Preparedness	28
Personal Protective Strategy for Infection Prevention and Control	25
Mental Health for First Responders (CPKN)	6
Criminal Investigators Training and Education – CITE (formerly GIT) (HPS)	3
Accident Investigation Training	13
Slips Trips and Fall	8
Canadian Police Knowledge Network (Courses taken)	601
Violence Risk Assessment Training – Safety Planning	6
<b>Diversity, Cultural Competence, Sensitivity</b>	
Faith and Diversity	14
Anti Racism	20
LGBT	4
Autism Spectrum Disorder	13

# Emergency Preparedness and Notification Systems

McMaster University Security Services is committed to keeping the campus community informed and alert to dangers that may develop on campus. Our emergency notification system consists of outdoor sirens throughout campus and indoor sirens in three high traffic buildings including the Student Centre, David Braley Athletic Centre, and the Michael DeGroot Centre for Learning and Discovery (MDCL).

McMaster Security Services has access to an alerting system called Alertus which can interrupt the routine content on digital screens throughout residences, libraries, Athletic Centre, computer labs and other buildings to display emergency content. Alertus software can also be downloaded by any user, free of charge, for installation on departmental and personal computers to receive emergency notifications.

As part of maintaining McMaster's emergency systems to ensure they are operating at the highest standard, the systems are fully activated at least annually. In addition to these regular tests, all McMaster Security Services staff are trained on the use of all these systems and partake in weekly testing to ensure complete knowledge of its use.



**Ian Holley**, Special Constable, beside an assistance pole on campus, while on bike patrol.

## Communication and Technology

McMaster's Security Services provides assistance phones on campus which are checked weekly and maintained for the safety and security of everyone that uses the campus. Several have seen significant upgrades and replacements due to ongoing construction around campus as well as additions for new construction. In addition, new style panic buttons have been implemented that include more reliable activation/reset and have a supporting LED to indicate alarm has been sent.

Closed circuit television (CCTV) cameras and swipe access doors accessible by McMaster ID cards are other technological security devices that Security Services uses on campus.

### McMaster SafetyApp

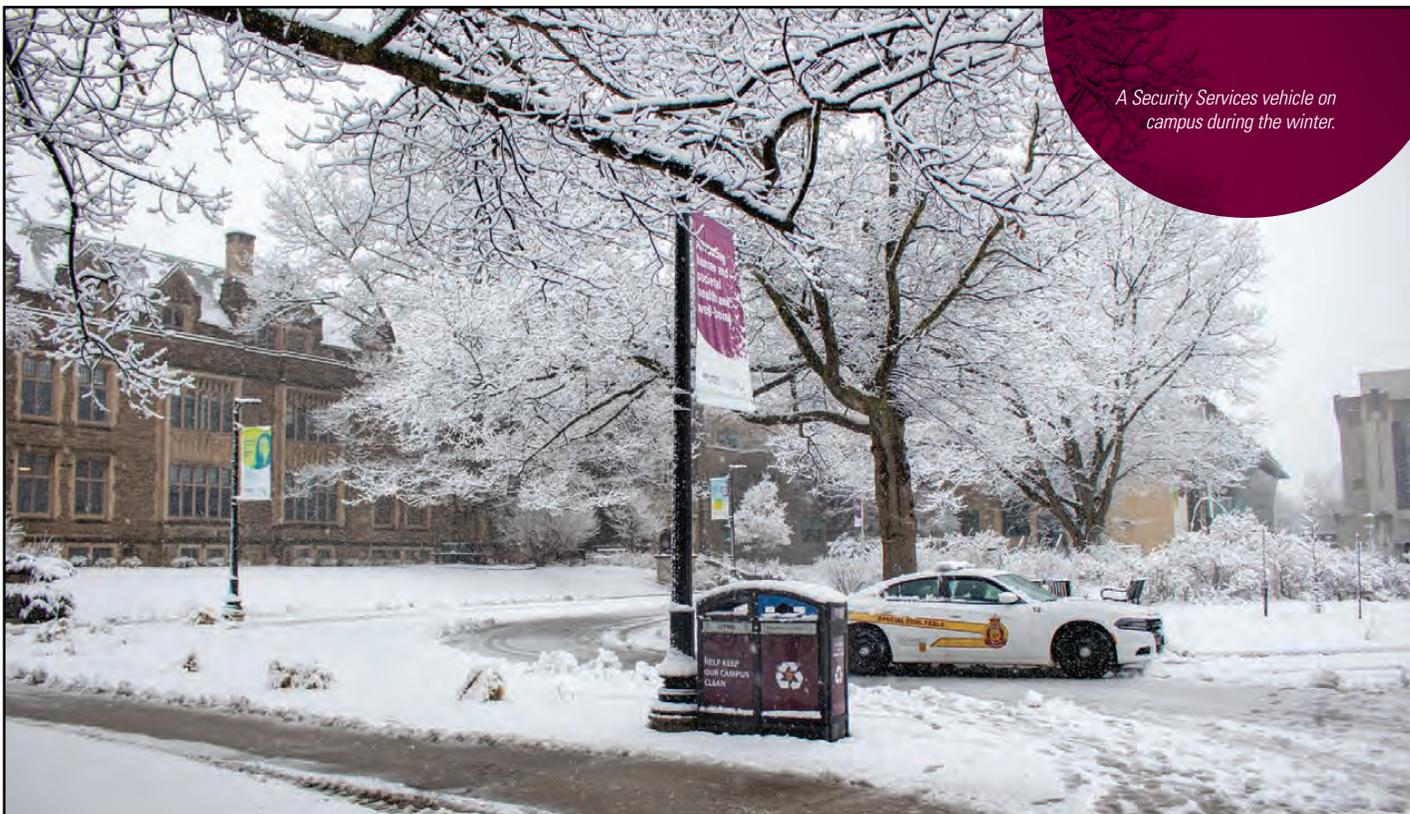
McMaster Security Services mobile app, called the *McMaster SafetyApp*, provides both important safety alerts and access to campus safety resources. *In 2021, the McMaster Safety App was expanded to include proof of COVID-19 vaccination uploads for visitors, volunteers, contractors and lessees accessing a McMaster location.*

#### The McMaster SafetyApp features:

- Safety alerts, including campus closures and emergency instructions
- A list of contact information for emergency and non-emergency security concerns
- Multiple ways to report a concern directly to McMaster's Security Services
- A "Friend Walk" option that allows someone to watch your travel route home, which enhances the existing Student Walk Home Attendant Team
- A map that shows where crimes have happened on and close to campus
- Support resources and emergency plans



It is available for free download on the **Apple App Store** and on **Google Play**.



A Security Services vehicle on campus during the winter.

## Reporting Incidents

Under the Police Services Act, Security Services is accountable to Hamilton Police Services Board for all actions taken in relation to the exercise of the powers granted to the department's Special Constables. As a requirement of that accountability, the agreement between the University and the Board requires the University to provide an Annual Report with statistical and evaluative information including, amongst other requirements, enforcement activity.

We encourage people to report any concerns or incidents and we share information through social networks, posters and other communication tools so all members of the campus community are aware of where and how to connect with Security. As a result, we have seen a consistent increase in the number of incidents reported over the past few years.

In 2020, McMaster University Security Services filed 4,302 incident reports, which is a 3.2% increase over 2019. Legal infractions in 2020 for both criminal and federal statutes accounted for 383 reported incidents. In 2020 there was a rise in overall incidents, in large part related to incidents involving securing campus property during the pandemic. In 2020, criminal and federal statute incidents decreased by 37% compared to 2019, which could also be related in large part to the decrease of activity on campus during the pandemic.

The chart details incidents over the past several years. The number of inciting hatred incidents decreased to 3 in 2020 from a fairly consistent 2018 (10) and 2019 (11). These incidents include flyers on bulletin boards, stickers and graffiti found on campus. There were no hate related assaults.

Significant educational efforts continue in relation to Harassment and Sexual Harassment and 42 incidents were reported in 2020 which is a decrease from the 44 incidents in 2019. McMaster's Sexual Violence and Discrimination and Harassment policies were reviewed and updated in the fall/winter of 2019 after campus-wide consultations and remain important aspects of creating and supporting a safe environment.

In situations of serious assault, sexual assault, indecent acts, inciting hate and other major incidents, McMaster Security works with the Hamilton Police Service to investigate the incidents. The most significant volume of offences fall into two categories – thefts and mischief. The greatest number of thefts relate to bicycles, computers and personal property. The offence of mischief is attributed to general damage to windows, doors and facilities on campus. Assault incidents have decreased in 2020 to 23 from 38 in 2019 and generally relate to fights with no injury.

The pandemic accounts for many of the variances in reporting numbers for 2020.

### CRIMINAL INCIDENTS

Criminal Incident	2015	2016	2017	2018	2019	2020
Assault	12	27	29	21	38	23
Breach of Recognizance/Probation	1	0	1	1	0	0
Break and Enter/Attempts	5	17	11	22	15	26
Disturbances	11	12	22	10	9	3
Fraud	4	14	21	14	13	15
Harassing Phone Calls & Email	8	1	8	6	1	4
Harassment/Sexual Harassment	22	27	37	29	44	42
Inciting Hate	3	2	3	10	11	3
Mischief	80	85	100	128	126	133
Obstruct Peace Officer	1	0	2	1	1	0
Robbery	1	0	3	0	3	0
Theft/Possession	146	234	258	266	285	100
Threatening	6	5	10	11	16	8
<b>Total (All Categories)</b>	<b>300</b>	<b>436</b>	<b>531</b>	<b>519</b>	<b>562</b>	<b>357</b>

The following is a summary of all incidents reported for Criminal, Provincial and Federal offences.

Statutes	2015	2016	2017	2018	2019	2020
Criminal Code	300	436	531	557	602	383
Provincial	103	209	215	209	195	244
Federal (CDSA)	86	95	108	108	9*	0
<b>Total (All Categories)</b>	<b>300</b>	<b>436</b>	<b>531</b>	<b>519</b>	<b>562</b>	<b>357</b>

\*Decrease is the decriminalization of marijuana and reduction in Controlled Drugs and Substance offences.

## Contact

McMaster's Security Services can be reached in any of the following ways:

- By telephone at (905) 525-9140 Ext. 24281 or by calling (905) 522-4135
- From any McMaster University campus telephone by calling Ext. 88
- SafetyApp Smartphone App has a direct dial button
- Red Assistance Pole-Located throughout the campus, have a no-charge 'Security' button
- Elevators on campus have a direct connection phone

Learn more about Security Services at McMaster on our website: <http://security.mcmaster.ca/>

**REPORT TO THE BOARD OF GOVERNORS**  
*from the*  
**PLANNING & RESOURCES COMMITTEE**

i. **McMaster Continuing Education Fees**

At its meeting on November 18, 2021, Planning & Resources Committee approved the 2022-2023 McMaster Continuing Education Fees. The fees information provided in the attached documents are strictly for courses and programs that lead to academic certificates and diplomas.

The Committee now recommends:

**that the Board of Governors approve the McMaster Continuing Education fees for 2022-2023.**

**Board of Governors: FOR APPROVAL**  
**December 9, 2021**

To: Planning and Resource Committee

From: Doug Welch and Sean Van Koughnett Co-Chairs, University Student Fees Committee

Subject: Approval of 2022-2023 McMaster Continuing Education Fees

At its meeting on October 7<sup>th</sup> University Student Fees Committee approved the 2022-2023 McMaster Continuing Education Fees

The committee recommends:

That the Planning and Resources Committee approve, for recommendation to the Board of Governors, the McMaster Continuing Education fees for 2022-2023.



Centre for  
Continuing  
Education

OJN  
Floors 1-3  
Hamilton, Ontario  
L8R 2K3

Phone 905.525.9140  
Ext. 24321  
Fax 905.525.1690  
www.mcmastercce.com

Date: September 20, 2021

To: McMaster University Student Fees Committee

From: Lorraine Carter, Director, McMaster Continuing Education (MCE)

Re: Fees Submission for 2022-2023

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### Context

Continuing education at McMaster University is different from undergraduate education in several ways: the learner group served, kinds of programs offered, a need for flexibility to meet emerging market needs, and the ancillary status of McMaster Continuing Education (MCE).

Continuing Education continually explores and launches new programs based on market demand and trends. Given this goal, MCE offers two main kinds of programs:

- i) academic programs leading to certificates and diplomas that are reviewed and approved by Senate; and
- ii) not-for-credit professional development programs.

The fees information provided here is ***strictly for courses and programs that lead to academic certificates and diplomas.***

### Pricing Strategy for Certificate and Diploma Courses

When determining fees, MCE considers the following:

- University-level programs are generally more highly valued than programs offered by colleges and private education providers.
- Colleges offer options for those pursuing select professional certifications at significantly lower tuition fees than universities.
- Increases in earning potential for graduates vary by program.
- Higher demand courses can support higher fees.
- Niche or unique programs can support higher fees.
- Different course formats may warrant different fees.
- Affordability and accessibility for adult learners is a consideration.
- Employer tuition assistance is more common for some programs than others. Financial support by employers depends on diverse economic factors.

- There is almost no government funding for continuing education students.
- The cost of running the program is always a major consideration.
- The cost of programs offered by our most direct competitors (e.g., University of Toronto, Ryerson University, and York University) is always considered. We also consider the price points for comparable programs at select community colleges.

#### MAPS Fees

MCE always considers fees levied by the McMaster Association of Part-Time Students (MAPS) when establishing fees for MCE courses. MAPS fees are included in the published fees for courses and are, therefore, considered to be part of tuition when market comparators are examined. Because MCE's fees become effective on May 1<sup>st</sup> each year, they are approved by the Board before MAPS fees are approved. As a result, MCE uses the MAPS fee on a slip year basis.

MAPS fees **are not presented** for approval. They are included strictly for information purposes.

#### This Submission, 2022-2023

In this section, information is presented in the following order: requests for fees for new academic programs; requests for fee increases for existing programs; requests for no fee changes in existing programs; request for fees for programs offered in partnership with McMaster faculties.

##### **A. Fees for New Programs**

1. The diploma in Business Administration now includes the opportunity to specialize in retirement community management. The proposed fee for these specialized courses is **\$724.08 inclusive of the MAPS fee (\$702.00 plus \$22.08)**.
2. Nutrition, Health, and Wellness is a new certificate program. Some of the courses in this program are cross-listed with courses from other programs including human resources management and retirement community management. The proposed fee for new courses (not cross-listed courses) is **\$771.08 inclusive of the MAPS fee (\$749.00 plus \$22.08)**. Effort has been made so that all courses in the program are similarly priced.
3. Health and Wellness Coaching is a new diploma program also composed of cross-listed courses and new courses. The proposed fee for new courses (not cross-listed courses) is **\$771.08 inclusive of the MAPS fee (\$749.00 plus \$22.08)**. Effort has been made so that all courses in the program are similarly priced.

##### **B. Fee Increases for Existing Programs**

1. A modest 1% increase is recommended for courses in the Professional Addictions Studies program. This program is a flagship program and continues to draw strong enrollments. The adjusted fee is **\$858.36 inclusive of the MAPS fee (\$836.28 plus \$22.08)**.

**C. No Increases for Existing Programs**

1. The Risk Management courses were increased by 1% last year. We are not recommending an increase this year. Course fees at University of Toronto (\$795.00) and York University (\$769.00) have remained the same for 2022-2023. The requested fee is **\$772.06 inclusive of the MAPS fee (\$749.98 plus \$22.08)**.
2. The fee for courses in the Business Administration program were adjusted by 1% last year. Therefore, we are not seeking an adjustment this year. Fees for comparable courses at University of Toronto (\$795.00) and York University (\$769.00) are also unchanged. By comparison, our course fee is higher than those of Western University, University of Guelph, and Ryerson University. The requested fee for 2022-2023 is **\$730.85 inclusive of the MAPS fee (\$708.77 plus \$22.08)**.
3. A fee increase of 1% for our Marketing courses occurred in 2021-2022. As a result, we are not seeking a change this year. Fees for comparable courses at the University of Toronto and Ryerson University have not been changed. While we are in line with our university competitors, the same courses are considerably less at the colleges, for example, Sheridan College (\$302.98). The recommended fee for 2022-2023 is **\$730.85 inclusive of the MAPS fee (\$708.77 plus \$22.08)**.
4. The Associateship in Canadian Surety Bonding Certificate, offered in collaboration with the Surety Association of Canada, was launched in January 2020. We are not recommending an increase at this time. Courses are priced at **\$806.16 inclusive of the MAPS fee (\$784.08 plus \$22.08)**.
5. Professional Communication in the Canadian Workplace is a program which supports the communication development of persons whose first language may not be English for success in the Canadian workplace. The courses are priced at **\$710.08 inclusive of the MAPS fee (\$688.00 plus \$22.08)**.
6. An increase of 2.2% was made in 2020-2021 for the Preparatory Accounting courses. Given the low cost and no-cost nature of these courses at some post-secondary institutions, we want keep these courses under \$500. For these reasons, we are recommending no increase. The course fee, therefore, would be **\$479.54 inclusive of the MAPS fee (\$468.50 plus \$11.04)**.
7. An increase of 4% for Accounting courses was made in 2020-2021. Given that some institutions have actually reduced their fees for comparable courses (University of Guelph, \$683.00 and Sheridan, \$552.00), we are not requesting a fee change at this time. Instead, we are recommending that the course fee remain the same at **\$737.60 inclusive of the MAPS fee (\$715.52 plus \$22.08)**.
8. No increase is recommended for the courses in the Canadian Payroll Management program since this is a low enrolment program and a 5% increase occurred 2020-2021. The recommended course fee for 2022-2023 remains **\$618.48 inclusive of the MAPS fee (\$596.40 plus \$22.08)**.
9. No increase is recommended for courses in the Payroll Compliance Practitioner program. This program is also a low enrolment program and a 5% increase was made in 2020-2021. The recommended course fee is **\$618.48 inclusive of the MAPS fee (\$596.40 plus \$22.08)**.

10. An increase of 2.9% was made for the courses in the Human Resources Management program in 2020-2021. Therefore, a change is not recommended at this time. The course fee should remain the same at **\$771.08 inclusive of the MAPS fee (\$749.00 plus \$22.08)**.
11. No increase is recommended for the courses in the Digital Marketing program since a 4.5% increase occurred in 2020-2021. The proposed fee is **\$761.08 inclusive of the MAPS fee (\$739.00 plus \$22.08)** which positions course costs just below those of the University of Toronto and York University.
12. No increase is recommended for the courses in the Web Design program. This program is presently being closed given changes in the field. The requested fee is **\$863.59 inclusive of the MAPS fee (\$841.51 plus \$22.08)**.
13. With enrollments levelling in our Science of Cannabis program, no adjustment is requested. McMaster Continuing Education is exploring new markets for the program in the United States where legalization is underway in some states. The proposed course fee is **\$874.92 inclusive of the MAPS fee (\$852.84 plus \$22.08)**.
14. The fees for our data programs were adjusted last year and, therefore, we are not recommending increases.
  - a) Our courses dealing with big data applications should remain at **\$1057.08 inclusive of the MAPS fee (\$1035.00 plus \$22.08)**. Compared to our competitors including York University and Ryerson University, we are offering a slightly better price for these courses.
  - b) All other courses should remain at **\$744.08 including the MAPS fee (\$722.00 plus \$22.08)**.
16. No increase is recommended for courses in the Business of Golf and Resort Management program. While enrolments are steady, it is a small program and our fees are at the high end relative to our competitors (Fanshawe at \$588, Humber at \$577, and Georgian at \$698). The requested fee is **\$710.08 inclusive of MAPS fee (\$688.00 plus \$22.08)**.
17. No increase is recommended for courses in the Creative, Critical, and Design Thinking program. At present, we are reviewing the program. The proposed fee for 2022-2023 is **\$710.08 inclusive of MAPS fee (\$688.00 plus \$22.08)**.
18. The Health Information Management program is in the process of closing. The course fee, therefore, should remain the same at **\$870.08 inclusive of the MAPS fee (\$848.00 plus \$22.08)**.
19. We do not recommend a change in course fees in the Health Informatics program. The suggested course fee remains **\$870.08 inclusive of MAPS fee (\$848.00 plus \$22.08)**.
20. The Health Information Fundamentals program enables adult learners to complete their educational

preparation and advance to possible certification with the Canadian College of Health Information Management more quickly than previous programs. The recommended fee for courses is **\$870.08 inclusive of the MAPS fee (\$848.00 plus \$22.08)**.

21. An increase of 2% for courses in Applied Clinical Research program was made in 2021-2022. Therefore, we are not recommending an increase for 2022-2023. The proposed course fee remains at **\$908.08 inclusive of the MAPS fee (\$886.00 plus \$22.08)**.
22. The Intercultural Competency program explores issues and practices related to culture, equity, diversity, and inclusion in the workplace. Because this is a newer program, we would ask that the fee remain the same at **\$730.85 inclusive of the MAPS fee (\$708.77 plus \$22.08)**.
23. Course fees for the Metallurgy program should not be increased. Due to low enrolments and a shift in how steel industry professionals are acquiring their professional learning and development, the program is under consideration for closure. The fee per course is **\$900.08 inclusive of the MAPS fee (\$878.00 plus \$22.08)**.

***D. Programs Administered in Partnership, McMaster Faculties***

1. Health Ventures is a partnership with the Faculty of Health Sciences. The program focuses on innovation and entrepreneurship in the health field. While Health Ventures is offered to undergraduate students through the Faculty, the offering through McMaster Continuing Education serves the needs of adult learners. The fee for each course in Health Ventures is **\$801.08 inclusive of the MAPS fee (\$779.00 plus \$22.08)**.
2. Canadian Housing is a partnership with the Faculty of Social Sciences. It provides adult learners background in issues including housing policy, the social determinants of health and how they relate to housing, and housing related practices in Canada. The proposed fee for each course is **\$821.08 inclusive of the MAPS fee (\$799.00 plus \$22.08)**.
3. We deliver a program called Nursing Concepts in Continence Care in partnership with the School of Nursing. This program serves the learning needs of working nurses in this specialized area. The program is still small so we are not recommending a change. The three-unit courses are priced at **\$617.61 inclusive of the MAPS fee (\$595.53 plus \$22.08)**. The program also includes a four-unit course. The cost should remain at **\$826.48 inclusive of the MAPS fee (\$797.04 plus \$29.44)**.

### Other Fees Paid by Continuing Education Students

Fee	2022-2023
Academic Activation Fee (one-time cost for new student taking an academic program)	\$39
Application Fee (for programs with an application requirement)	\$59
Transfer of Credit Fee (for each approved course from an external institution)	\$99
Transfer to Credit to 2 <sup>nd</sup> MCE Program	\$79
Pre-admission Test	\$99
Request for Duplicate Parchment (Certificate or Diploma)	\$49
Final Exam Fee for Accounting and Surety courses as administered through Examity®, a live remote online proctoring service.	Approx. \$50 US per exam

### Refund Policy

Refunds are applicable if a student drops a course within the timeframes outlined below. If a course is cancelled by MCE, the student will be entitled to a 100% refund. The \$39 Academic Activation fee is refundable only if the course is cancelled by MCE.

- A. Credit Certificate and Diploma programs with a minimum of 3 courses or 9 units (In-Person, Virtual, Online, and Online Self-Study) 11 weeks or more
  - Up until the day before course start date (i.e., 11:59 p.m. the day before course starts): 100% course fee refund and 100% MAPS fee refund
  - Course start date to day 14 (i.e., 12:01 a.m. on start date): 70% course fee refund and 0% MAPS fee refund
  - Day 15 to course end date: 0% course fee refund and 0% MAPS fee refund
  
- B. Credit Certificate and Diploma programs with a minimum of 3 courses or 9 units (In-Person, Virtual, Online, and Online Self-Study) 7-10 weeks
  - Up until the day before course start date (i.e. 11:59 p.m. the day before course starts): 100% tuition refund and 100% MAPS fee refund

- Course start date to day 7 (i.e. 12:01 a.m. on start date): 70% Tuition refund and 0% MAPS fee refund
- Day 8 to course end date: 0% Tuition refund and 0% MAPS fee refund

C. For Nursing Concepts in Continence Care courses spanning two terms:

- Full refund of fee up until day before (i.e., 11:59 the day before class starts) and 100% MAPS fee refund
- A 80% refund from the day of class start (12:01 am on start date) for a period of 0-14 days and 0% MAPS fee refund
- A 70% refund for a period of 15-30 days after class start (12:01 a.m. on start date) and 0% MAPS fee refund
- A 50% refund for a period of 31-56 days after class start (12:01 a.m. on start date) and 0% MAPS fee refund

**Illustrative Market Survey Data**

Although few competitors offer exact duplicates of MCE’s programs, we assess the offerings of other universities, colleges, and professional associations for similarities in curriculum and cost. We also consider undergraduate courses as comparators and assess criteria including the following: length/number of hours, equivalency against external standards, program type, and relative value of the credential.

Overall, MCE fees continue to be comparable to McMaster’s undergraduate course fees, and they are less than Business courses (\$935.49 for three-unit course, level 3). MCE’s fees are also similar to academic courses offered by other university continuing education units, and more expensive than those of colleges and professional association providers.

Tables 1 and 2 below provide current market comparators for select MCE programs and courses.

**Table 1. Business-related Programs (on a per course basis unless otherwise specified)**

MCE Program	Comparator	Comparator Fees as per Fall 2021	Proposed McMaster Fee 2022-2023
Business Admin	U of Toronto	\$795 (unchanged)	No increase. Stay the same at \$730.85 incl. MAPS fee for 3-unit course. Sheridan fee noted to highlight differences between university and college fees.
	Ryerson U	\$579.85 (unchanged)	
	York U	\$769 (unchanged)	
	U of Guelph	\$683.39	

	Western	\$545	
	Sheridan	\$302.87	
<b>Risk Management</b>	U of Toronto	\$795 (unchanged)	No increase. Stay the same at \$772.06 incl. MAPS fee for 3-unit course.
	York U	\$769 (unchanged)	
	WLU	\$650	
<b>Marketing</b>	U of Toronto	\$769 (unchanged)	No increase. Stay the same at \$730.85 incl. MAPS fee for 3-unit course
	Ryerson	\$579.85	
	Sheridan	\$302.98	
<b>Human Resources Mgmt.</b>	Ryerson U	\$579-\$627	No increase. Stay the same at \$771.08 incl. MAPS fee for 3-unit course.
	U of Toronto	\$795	
	York U	\$769	
	HRPA (Human Resources Professional Association)	\$415 (non-member)	
<b>Digital Marketing</b>	U of Toronto	\$769 - \$795	No increase. Stay the same at \$761.08 incl. MAPS for 3-unit course.
	York U	\$769	
	Sheridan	\$302	
	Ryerson	\$580	
<b>Creative, Critical and Design Thinking</b>	Queens U	\$695	No increase, Stay the same at \$710.08 incl. MAPS fee for 3-unit course.
	Mohawk	\$310	
	York U	\$1099	
	Ryerson U	\$700	
<b>Accounting</b>	CPA Ontario	\$500-\$700	No increase. Stay the same at \$737.60 incl. MAPS fee for 3.0 unit course
	Guelph	\$683.39 (unchanged)	
	York	\$769 PT-\$825FT	No increase for 1.5 unit course. Stay the same at \$479.54 incl. MAPS fee. We
	U of Toronto	\$739-\$849	

			are keeping our fee below \$500 since some institutions charge nominal fee or none for preparatory courses.
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**Table 2. Health and Social Sciences Programs (on a per course basis unless otherwise specified)**

<b>MCE Program</b>	<b>Comparator</b>	<b>Comparator Fees as per Fall 2021</b>	<b>Proposed McMaster Fee 2022-2023</b>
<b>Professional Addiction Studies</b>	Ryerson U	\$569.94	1% increase recommended for fee of \$858.36 incl. MAPS fee for 3-unit course
	Humber	\$579	
	Georgian	\$772	
<b>Science of Cannabis</b>	Mount Royal U	\$1995.00 (48-hour program called Cannabis Education)	No increase. Stay the same at \$874.92 incl. MAPS fee for 3-unit course
	Durham	\$451.94 (14-hour program called Medical Cannabis Fundamentals)	
<b>Applied Clinical Research</b>	Western U	\$6,800 for certificate program (9 courses x \$755 per course)	No increase. Stay the same at \$908.08 incl. MAPS fee (\$4,399.60 for program of five courses)
	Humber College	\$7,080 for program (12 courses x \$590 per course)	
	Michener Institute	\$799	
	Academy of Applied Pharmaceutical Sciences	\$750 to \$950	
<b>Health Ventures</b>	U of Ottawa	\$949.21	No increase. Stay the same at \$801.08 incl. MAPS fee for 3-unit course
	U of Calgary	\$818.34	
<b>Canadian Housing</b>	Chartered Institute of Housing (CIH)	\$850 + tax per course	No increase. Stay the same at \$821.08 incl.

	U of Saskatchewan	\$723	MAPS fee for 3-unit course
	Carleton University	\$1,247.91	

MCE Tuition Fee Schedule, 2022-2023

	Units	MAPS fee charged for Spring term (Essential portion only) 3.64 per unit				MAPS fee charged for Fall & Winter terms 7.24				MAPS fee 7.36							
		2020/21 Fiscal Year				2020/21 Fiscal Year				2021/22 Fiscal Year				2022/23 Fiscal Year			
		Tuition	% Increase	MAPS Fee	Total Fee	Tuition	% Increase	MAPS Fee	Total Fee	Tuition	% Increase	MAPS Fee	Total Fee	Tuition	% Increase	MAPS Fee	Total Fee
<b>MCE Programs:</b>																	
Accounting: Preparatory	1.5	\$ 468.50	2.2%	\$ 5.46	\$ 473.96	\$ 468.50	0.0%	\$ 10.86	\$ 479.36	\$ 468.50	0.0%	\$ 11.04	\$ 479.54	\$ 468.50	0.0%	\$ 11.04	\$ 479.54
Accounting	3	\$ 715.52	4.0%	\$ 10.92	\$ 726.44	\$ 715.52	0.0%	\$ 21.72	\$ 737.24	\$ 715.52	0.0%	\$ 22.08	\$ 737.60	\$ 715.52	0.0%	\$ 22.08	\$ 737.60
Applied Clinical Research	3	\$ 869.00	5.0%	\$ 10.92	\$ 879.92	\$ 869.00	0.0%	\$ 21.72	\$ 890.72	\$ 886.00	2.0%	\$ 22.08	\$ 908.08	\$ 886.00	0.0%	\$ 22.08	\$ 908.08
Associateship in Canadian Surety Bonding	3	\$ 784.08	0.0%	\$ 10.92	\$ 795.00	\$ 784.08	0.0%	\$ 21.72	\$ 805.80	\$ 784.08	0.0%	\$ 22.08	\$ 806.16	\$ 784.08	0.0%	\$ 22.08	\$ 806.16
Business Administration	3	\$ 701.76	2.0%	\$ 10.92	\$ 712.68	\$ 701.76	2.0%	\$ 21.72	\$ 723.48	\$ 708.77	1.0%	\$ 22.08	\$ 730.85	\$ 708.77	0.0%	\$ 22.08	\$ 730.85
Business of Golf and Resort Management	3	\$ 688.00	0.0%	\$ 10.92	\$ 698.92	\$ 688.00	0.0%	\$ 21.72	\$ 709.72	\$ 688.00	0.0%	\$ 22.08	\$ 710.08	\$ 688.00	0.0%	\$ 22.08	\$ 710.08
Canadian Payroll Management	3	\$ 596.40	5.0%	\$ 10.92	\$ 607.32	\$ 596.40	0.0%	\$ 21.72	\$ 618.12	\$ 596.40	0.0%	\$ 22.08	\$ 618.48	\$ 596.40	0.0%	\$ 22.08	\$ 618.48
Creative, Critical and Design Thinking	3	\$ 688.00	0.0%	\$ 10.92	\$ 698.92	\$ 688.00	0.0%	\$ 21.72	\$ 709.72	\$ 688.00	0.0%	\$ 22.08	\$ 710.08	\$ 688.00	0.0%	\$ 22.08	\$ 710.08
Data Courses	3	\$ 708.00	0.0%	\$ 10.92	\$ 718.92	\$ 708.00	0.0%	\$ 21.72	\$ 729.72	\$ 722.00	2.0%	\$ 22.08	\$ 744.08	\$ 722.00	0.0%	\$ 22.08	\$ 744.08
(Big) Data Courses	3	\$ 1,041.00	0.0%	\$ 10.92	\$ 1,051.92	\$ 1,041.00	0.0%	\$ 21.72	\$ 1,062.72	\$ 1,035.00	-0.6%	\$ 22.08	\$ 1,057.08	\$ 1,035.00	0.0%	\$ 22.08	\$ 1,057.08
Digital Marketing	3	\$ 739.00	4.5%	\$ 10.92	\$ 749.92	\$ 739.00	4.5%	\$ 21.72	\$ 760.72	\$ 739.00	0.0%	\$ 22.08	\$ 761.08	\$ 739.00	0.0%	\$ 22.08	\$ 761.08
Health Informatics	3	\$ 848.00	0.0%	\$ 10.92	\$ 858.92	\$ 848.00	0.0%	\$ 21.72	\$ 869.72	\$ 848.00	0.0%	\$ 22.08	\$ 870.08	\$ 848.00	0.0%	\$ 22.08	\$ 870.08
Health Information Management	3	\$ 848.00	0.0%	\$ 10.92	\$ 858.92	\$ 848.00	0.0%	\$ 21.72	\$ 869.72	\$ 848.00	0.0%	\$ 22.08	\$ 870.08	\$ 848.00	0.0%	\$ 22.08	\$ 870.08
Health Information Fundamentals						\$ 848.00	0.0%	\$ 22.08	\$ 870.08	\$ 848.00	0.0%	\$ 22.08	\$ 870.08	\$ 848.00	0.0%	\$ 22.08	\$ 870.08
Human Resources Management	3	\$ 728.00	2.8%	\$ 10.92	\$ 738.92	\$ 728.00	0.0%	\$ 21.72	\$ 749.72	\$ 749.00	2.9%	\$ 22.08	\$ 771.08	\$ 749.00	0.0%	\$ 22.08	\$ 771.08
Intercultural Competency						\$ 708.77	0.0%	\$ 22.08	\$ 730.85	\$ 708.77	0.0%	\$ 22.08	\$ 730.85	\$ 708.77	0.0%	\$ 22.08	\$ 730.85
Marketing	3	\$ 701.76	2.0%	\$ 10.92	\$ 712.68	\$ 701.76	2.0%	\$ 21.72	\$ 723.48	\$ 708.77	1.0%	\$ 22.08	\$ 730.85	\$ 708.77	0.0%	\$ 22.08	\$ 730.85
Metallurgy	3	\$ 878.00	0.0%	\$ 10.92	\$ 888.92	\$ 878.00	0.0%	\$ 21.72	\$ 888.92	\$ 878.00	0.0%	\$ 22.08	\$ 900.08	\$ 878.00	0.0%	\$ 22.08	\$ 900.08
Payroll Compliance Practitioner	3	\$ 596.40	5.0%	\$ 10.92	\$ 607.32	\$ 596.40	0.0%	\$ 21.72	\$ 618.12	\$ 596.40	0.0%	\$ 22.08	\$ 618.48	\$ 596.40	0.0%	\$ 22.08	\$ 618.48
Professional Addiction Studies	3	\$ 828.00	0.0%	\$ 10.92	\$ 838.92	\$ 828.00	0.0%	\$ 21.72	\$ 849.72	\$ 828.00	0.0%	\$ 22.08	\$ 850.08	\$ 836.28	1.0%	\$ 22.08	\$ 858.36
Professional Communication in the Cdn Workplace	3	\$ 688.00	0.0%	\$ 10.92	\$ 698.92	\$ 688.00	0.0%	\$ 21.72	\$ 709.72	\$ 688.00	0.0%	\$ 22.08	\$ 710.08	\$ 688.00	0.0%	\$ 22.08	\$ 710.08
Risk Management	3	\$ 742.56	2.0%	\$ 10.92	\$ 753.48	\$ 742.56	2.0%	\$ 21.72	\$ 764.28	\$ 749.98	1.0%	\$ 22.08	\$ 772.06	\$ 749.98	0.0%	\$ 22.08	\$ 772.06
Science of Cannabis	3	\$ 852.84	3.0%	\$ 10.92	\$ 863.76	\$ 852.84	3.0%	\$ 21.72	\$ 874.56	\$ 852.84	0.0%	\$ 22.08	\$ 874.92	\$ 852.84	0.0%	\$ 22.08	\$ 874.92
Web Design	3	\$ 841.51	3.0%	\$ 10.92	\$ 852.43	\$ 841.51	0.0%	\$ 21.72	\$ 863.23	\$ 841.51	0.0%	\$ 22.08	\$ 863.59	\$ 841.51	0.0%	\$ 22.08	\$ 863.59
NEW: Nutrition, Health & Wellness	3			\$ 10.92				\$ 21.72				\$ 749.00	NA	\$ 22.08	\$ 771.08		
NEW: Health and Wellness Coaching	3			\$ 10.92				\$ 21.72				\$ 749.00	NA	\$ 22.08	\$ 771.08		
NEW: Retirement Community Management	3			\$ 10.92				\$ 21.72				\$ 702.00	NA	\$ 22.08	\$ 724.08		
<b>MCE Administered Programs</b>																	
Nursing Concepts in Continence Care (3-unit course)	3									\$595.53		\$22.08	\$617.61	\$595.53	0.0%	\$22.08	\$617.61
Nursing Concepts in Continence Care (4-unit course)	4									\$797.04		\$29.44	\$826.48	\$797.04	0.0%	\$29.44	\$826.48
Canadian Housing	3									\$799.00		\$22.08	\$821.08	\$799.00	NA	\$22.08	\$821.08
Health Ventures	3									\$779.00		\$22.08	\$801.08	\$779.00	NA	\$22.08	\$801.08